

PERSONAL COLUMN

Once heard Philip Larkin tell a revealing story about his interview at Hull for the position of university librarian. In the previous week he had published his poem *Toads* with its famous lines: "Why should I let the toad work / Squat on my life?"

As his train looped eastwards alongside the Humber, he reflected wilyly that it wasn't exactly the right poem to print just before an important job interview. "I needn't have worried," he continued in mock-lugubrious tones; "the committee hadn't read the poem. They didn't even know I wrote poetry."

Since the war, new English poetry has attracted few readers, and has had little influence on politics or social life. Many new poetry books of high quality sell only 500 or so copies. When I tell scientists I write verse they often look at me as if I've confessed to some kind of perversion.

W H Auden admitted that the poet is no longer, as Shelley believed, an acknowledged legislator; that description, he said, is more appropriate for the secret police. He confessed that when he found himself in the company of scientists he felt like a shabby curate who had strayed by mistake into a drawing-room full of dukes.

And yet our schools and universities are full of young people studying poetry. All this activity doesn't translate itself into adult enthusiasm. Something is desperately wrong.

There are well-known explanations – the influence of television, the 20th century flight from language, the preference for other artistic forms such as music or film – but many people would agree that too often O and A level courses produce a distaste for poetry. English teachers like myself who believe poetry offers great personal enrichment are rightly disturbed.

I'm convinced that one fundamental reason for this failure is that young people have not been sufficiently encouraged to develop their own personal writing skills, in prose as well as verse. There has been good work in some schools, especially at primary level, but not enough.

Particularly crazy is our convention that sixth-formers and students in higher education normally practise only one form of writing –



BRIAN COX

Lonely as a cloud

Why must O and A level courses produce a distaste for poetry?

the critical essay. They should experiment in a variety of forms, from blank to concrete verse, from travelogue to biography to short story. Practice in verbal arts is valuable not only for its own sake but because it helps students appreciate the great works of the past and take an informed interest in contemporary writing.

And all teachers of English should write, joining their students in regular workshops to produce little magazines and pamphlets. This controversial proposal would revolutionize the teaching of literature.

Eight years ago I decided to use myself as a guinea pig to test these views. I would give up most of my literary criticism work, and make a long, serious effort to learn the craft of verse. This week sees a landmark in my experiment with the publication by Carcanet of my second book of poetry, *Two-Headed Monster* (the title is taken from a sequence of poems about marriage).

I'm fortunate in having more free time than a harassed classroom teacher, but I believe that all English teachers could become good writers. If English classes were centred on writing, young teachers would find it easy to continue to develop their skills.

I very much regret that my own schooling included no help with creative writing. I started making up verses when I was 15. Crouched over a small electric fire in the winter of 1943, I

wrote romantic twaddle – "The wailing howl of some stray dog reminds me of the dead" – while suspecting I was a genius.

I kept my verses in a red notebook, and never showed them to anyone. Only once did I express my passion for poetry in a school essay. In contrast to my usual neat handwriting, these paragraphs included crossings-out and revisions. I awaited the return of my essay with trepidation. I was given a good mark, but my teacher's comments made no reference to my special outpourings. Perhaps she was too embarrassed.

I've watched brilliant teachers of creative writing, but I'm still not sure what are the best techniques. I once witnessed how a charismatic male teacher produced extraordinary results with a group of students, mainly girls. When I talked to them they confessed these sessions had been more meaningful than any other educational experience.

But when I read their work I discovered that the subject matter was nearly always sexual. Images of a dubious Freudian nature proliferated. Whether this was good or bad I don't know. The young man had certainly turned them on, but whether he'd turned them on to poetry is debatable. Teaching adolescents demands great sensitivity, and there are no easy rules. So much depends on the individual teacher.

I see two ways forward. The Arvon Foundation, which Ted Hughes helped to establish, organizes residential courses at Tottleigh Barton in Devon and Lumb Bank in Yorkshire. Young people spend five days in the company of two established writers. There is no formal teaching, but plenty of time for consultation and advice. When I recently visited Tottleigh Barton I was impressed by the goodwill and the high quality of student writing. The students return to their schools inspired. I should like to see more Arvon centres.

At school itself the teaching of verbal arts should be compulsory at all levels, and this should continue in higher education. Creative writing has been regarded with suspicion because in the past there's been too much emphasis on free expression. A child's spontaneous feelings need to be formed into language, and this demands craft, a development of verbal skills. We need new courses, new textbooks.

Randall Jarrell, the American writer, said that the contemporary poet has a peculiar relation with his public. They are unaware of his existence. As a teacher, I should like to make that joke out-of-date.

NEXT WEEK

TES 75th Anniversary primary school conference

Where do we go from here? Ted Wragg and a full report on problems and prospects as seen by leading practitioners.

The service society

Harry Judge looks behind the headlines at the underlying reasons for the teaching profession's unprecedented demoralization.

Protecting children

Stephen Barber on new books about fostering, child abuse and the child-care service.

16-plus

A subject-by-subject guide to the new GCSE draft grade criteria

THE TIMES Educational Supplement

FRIDAY OCTOBER 11 1988 NUMBER 3015

FIRST PUBLISHED 1910 PRICE 55p

Biggest unions in split over Houghton

by Richard Garner

A new rift was evident between the two largest teachers' unions this week as pay negotiations looked set to resume.

As Mr Fred Jarvis, leader of the teachers' side and general secretary of the NUT met Mrs Nicky Harrison, employers' leader, to underline the teachers' demands, the rival NAS/UWT said the time had come to "recognize what we've achieved".

At the centre of the dispute between the two is the NUT-led teachers' panel demand for a commitment to restoring

Other pay reports – page 6

Sir Keith's speech to Tory conference – page 8

teachers' pay to the levels set by the Houghton inquiry.

The NAS/UWT believes the time has come to drop this demand for the time being. It is supported by most of the other teacher unions represented in the panel.

Mr Nigel de Gruchy, deputy general secretary of the NAS/UWT, said: "It doesn't make sense to escalate your minimum level to achieve a commitment to Houghton when you're on the brink of achieving something respectable."

"We're as committed as anyone to achieving Houghton restoration in the long term, but if you let industrial action go on and on in an uncontrolled way, you can't get the troops out again when it matters."

Both unions are agreed that there should be a 6.9 per cent year-on-year rise weighted towards the end of the year to produce at least 7.5 per cent extra for everyone.

But the NUT, whose leaders were meeting Mrs Harrison yesterday, was insisting this week that the demand for a commitment to restoration should still stand.

Mr Jarvis said: "If now isn't the time – when is? The longer you leave it, the less likely it is you're going to get it."

Seventy nine per cent of NUT members have voted in favour of strike action, the union said this week.

TVEI threat

A concentration of cash on pupils taking Technical and Vocational Education Initiative courses has threatened the viability of other work in their schools, according to a report published today.

In its official response to the Government White Paper "Education and Training for Young People", the National Association of Schoolmasters/Union of Women Teachers says that capitation for each TVEI pupil is more than four times that for every other pupil in the school.

Plans for 16-plus 'criterion referencing' are pushed back until 1990

Exam change hopes dashed

by Susannah Kirkman

Sir Keith Joseph's hopes of making a fundamental change in the way pupils are examined within the lifetime of this Government were dashed this week.

The move from norm referencing (in which pupils are compared with one another) to criterion referencing (in which they have to show they have reached certain defined standards) will not now take place until 1990 – two years later than the Education Secretary wished.

The first 16-plus examinations, which will take place in 1988, will now not be criterion referenced, although in his famous Sheffield speech of last year, Sir Keith made it clear that this would be the focal point of the new examinations.

And, in a letter to Miss Irene Whitaker, then Joint Chairman of the Joint

Council for the GCSE, dated June 20 last year, Sir Keith said he hoped to introduce grade criteria for ten subjects simultaneously with the first GCSE exam in 1988, if enough progress had been made.

The Secondary Examinations Council, which published draft criteria for nine subjects this week, has said that

Comment page 2
Detailed guide pages 12,13

more work needs to be done before they can be incorporated into the GCSE. It was originally suggested that criteria for the first subjects should be included in the syllabuses published in 1986.

Sir Wilfred Cockcroft, chairman of the SEC, said this week that the grade

criteria for some subjects might be tried out alongside the first GCSE exams in 1988 and 1989. But he thought they would not be included normally in the exam until 1990.

But many teachers are still under the impression that grade criteria will form part of the 1988 syllabuses.

Dr Alan Leech, a member of the National Union of Teachers education committee and headmaster of the Bohunt School in Liphook, Hampshire, told *The TES* that schools had not been informed about the postponement. "It's another example of the great communication gap between those who have to put the exam into practice and those who are supposed to be in control," he said.

Exam experts have criticized the criteria for being too complicated. The

fragmentation of subjects into descriptions of what candidates know, understand and can do at any level could mean that people lose sight of the original aims, they say.

The name of the criteria themselves has been changed from grade related criteria, to criteria-related grades and finally, to grade criteria. Confused grade criteria working party members began to say that GRC (grade related criteria) stood for "going round in circles".

The grade criteria for English, history, geography, French, CDT, maths, physics, chemistry and biology are now to be sent to local authority associations, teacher and subject associations and exam boards for comment.

Grade criteria for other subjects will be published in due course.

Riot-torn school appeals for help

by Sarah Bayliss

A baptism of fire is how Derek Baker, a special school teacher from Bedfordshire, could describe his fifth week of headship at the Moselle School in Tottenham, North London.

The school, which has 115 pupils aged four to 19 with moderate learning difficulties, is overlooked by the tower blocks and walkways of Broadwater Farm Estate and was an obvious target for systematic window-smashing and looting during last Sunday night's riots.

"Alarm bells must have been ringing all over the place but in that atmosphere, who cared?" said Mr Baker. The school will not reopen until next Monday when clearing up by staff and re-glazing by Haringey Council will be finished.

The looters, who ripped door frames out like matchsticks and who left untouched virtually every wall display and equipment table, got away with eight computer systems, Mr Baker's own Apple computer, a photocopier, typewriters, a school minibus – which was later used in a burning barricade – and every other piece of audio visual equipment in the school's possession.

Most classrooms in this one-storey building had windows smashed; acid from the caretaker's store was spilled along a corridor and powder paint was sprayed around the staff room.

For the past two years every child at Moselle has had access to computers, as well as timetable lessons with a specialist computer teacher. This equipment and the minibus, which was used daily to visit other schools and places of interest, are the greatest losses.

Through *The TES* Mr Baker

appealed for national and local sponsors to come forward with equipment so that even from Monday the school can return to normal life.

Moselle, which takes children from all over Haringey, stands in a line of four schools along the Adams Road, and is just 100 yards from the burned-out shell of maisonettes petrol-bombed by rioters. "We were nearest the heat," said Mr Baker. "The level of destruction gets less the further down the road you go."

At William C. Harvey School, a special school for around 90 pupils, windows were smashed and equipment stolen. Lessons were expected to resume yesterday.

Next door at Broadwater Farm Junior, which takes some children from the estate, the telephones were stolen along with other equipment but on Tuesday morning a notice went up saying the school was open. The infant school further along was untouched.

Andrew Marsden, head of the juniors who lives locally, says he was enormously relieved to find no fire damage. None of the schools were burned or petrol bombed. "Our peace display with a statue of Buddha was left intact."

By Tuesday afternoon 40 children out of 117 were back at his school and many parents who had sent their children away from the estate for a few days were returning.

A fourth-year junior girl whose maisonette home was completely gutted was back in her class although her temporary home was some distance away. Her parents want her to continue her education at Broadwater Farm even when they are rehoused.



Derek Baker: baptism of fire in his first term as head

PEOPLE...



Mr Carlton Duncan (pictured), head of Wyke Junior School, Bradford, to be head of George Dixon secondary school, Birmingham, from January.

Dr Richard West, director of the Secondary Science Curriculum Review, was appointed ILEA staff inspector (science) at the beginning of September. Mr Mick Mitchell, formerly deputy director of the review, has been appointed director until September 1986, when Dr Jeffrey Kirkham, principal science adviser with Leicester education authority, takes over.

Mr Rowland Brown to be president of the Secondary Heads Association. Mr Michael Webster to be chairman of the Truman and Colquhoun Education Trust and Mr John Buchanan to be vice-chairman.



Barbara Pith of Witley (pictured) has been appointed (pictured) to be president of the North East London and Essex Science and Technology Regional Association.

been awarded to Keith Patrick Small from Mmabatho, Bophuthatswana. He will read for an MSc in public health engineering at Imperial College, London. The following students have been awarded STCS B Marsh Scholarships: Michael Sanson of London N20, Neil Jeffries of Cambridge and Xarxes Mazda of Bishop's Stortford.

Mr Hugh Monro, housemaster and head of history at Loreto School, Mueselburg, to be head of Workshop College, Nottinghamshire, from next April in succession to Mr Robert Roberts.

CONFERENCES...

October 15
An introduction to urban studies and equality – an interdisciplinary approach at the University of London Institute of Education will examine recent developments in film, cultural and urban studies towards an egalitarian new technology in relation to educational initiatives on race, gender and class. Fee £8. Details from the Adviser to Teachers, University Centre for Teachers, 20 Bedford Way, London WC1H 0AL. (01-536 1500).

October 18
Association of Professional Tutors conference at The Hill College of Further Education, Coventry on Staff Appraisal or Review: Details from Paul Davidson, Willaeden CT, Daniel Road, London NW10. (01-450 3411). J. Jennings, professional tutor at Barnet College, will speak in the morning with group work on designing and reviewing schemes in the afternoon.

October 23-26
Education and Training for Adults: Staff Development Conference for people involved in adult

education centres; adults education provision by FE colleges, adult basic education, REDPLAN and PICKUP and for adviser/inspector services with responsibility for adult education. Fee £50 (including accommodation). Details from the Further Education Staff College, Coombe Lodge, Basingstoke, Bristol, who are organizing the conference jointly with the Further Education Unit.

November 2-9
The Future of the English Language in the Commonwealth (rescheduled from September 9-11). Details from Indira Nandha, Education Department, Commonwealth Institute, Kensington High Street, London W8 (01-503 4535 ext 267).

EVENTS...

October 10
The Royal Society/Philips Lecture on Research, business and the universities will be given by Professor J. Cadogan, at 6 Carlton House Terrace, London SW1 at 8pm. Admission free.

October 11
Treasures of the Earth. Major new exhibition at the Geological Museum exploring the earth's natural resources. Exhibition Road, London SW7.

October 12 and 14
Two events organized by the London Drama and Tape Centre, Vineland Street, London WC1 (01-406 2561). The first for teachers, whose children have had difficulty with maths at school and who would be prepared to send a brief description of good or bad experiences from the parental perspective to the Centre for the London Drama and Tape Centre, Vineland Street, London WC1.

Festival Hall when Geoffrey Hodson will speak on *The Hour of State*. Admission by free ticket only from the above address. Please enclose an s.a.s.

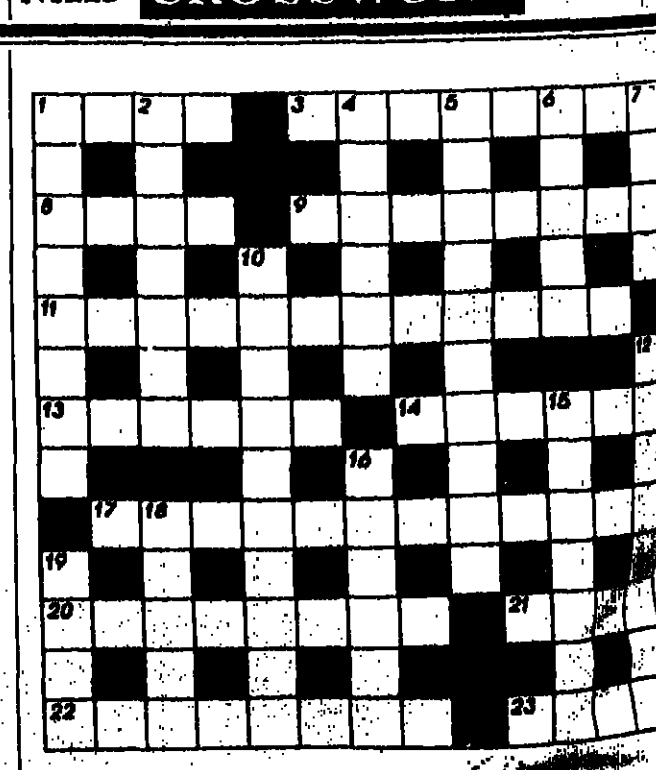
COMPETITIONS...

Bookquest Short Story
Anyone over the age of 18 is invited to submit an original and previously unpublished children's story of between 1,000 and 3,000 words suitable for either the five- to nine- or 10- to 12-year ranges. The prize is £25 and publication in an issue of *Bookquest* next year. Details from Trevor Harvey, Bookquest Children's Story, Primary Department, Faculty of Education Studies, Brighton Polytechnic, Falmer, East Sussex. Closing date October 15.

Save the Children Fund 5th Junior Sponsored Scrabble Competition will be held on November 9 at the City University, St John Street, London EC1. Sponsorship is in multiples of five Scrabble points and last year's SCF raised more than £13,000 from the contest. Contact Caroline Wardley, London area organizer, 27 Lower Common, South, London SW15.

Information
An edition of *Struggle*, the ILEA magazine for teachers of low attainment in mathematics, is being planned around the theme of contact with parents. Any teacher whose child has had difficulty with maths at school and who would be prepared to send a brief description of good or bad experiences from the parental perspective to the Centre for the London Drama and Tape Centre, Vineland Street, London WC1.

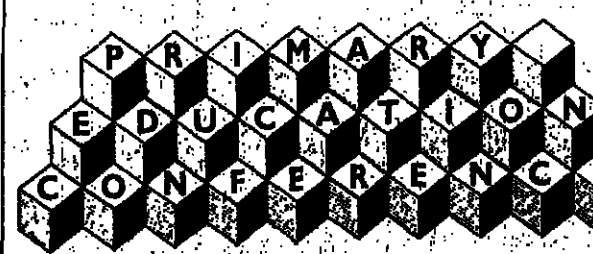
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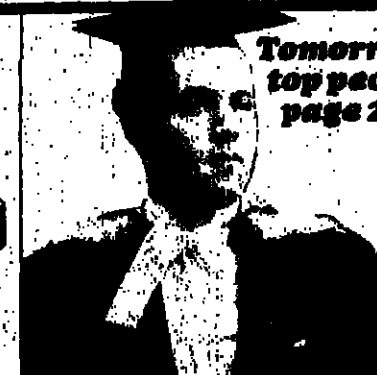
Across
1 Doesn't fall with an enormous advance (4)
3 In a way one has to admire a negotiator (8)
5 They take one over water, or round a point (4)
9 Lay bound to be broken by heavy salt (8)
11 Miss subject taken by students (10)
13 Necessitate a note before Lalla parson (6)
15 Lay bound to be broken by heavy salt (8)
17 Take the most modest of courses (5,5)
19 One's proof (6)
21 Card-game said to be of royal Egyptian lineage (4)
22 Get out of the way (4)
23 When the buzzer goes loud, complain (6)
Down
2 Offered a match (8)
4 Instrument of the past or present, maybe (7)
6 A highly commendable speech (6)
8 A line to adopt (6,4)
10 Very bad line-up (4)
12 Consumer items that are out and sold (5)
14 Is hesitant when perplexed? Quite the contrary (10)
16 Withdrawn from an agreement in which officers are involved (5,3)
18 Gorilla swallows vegetables to satisfy hunger, perhaps (7)
19 Franchises in out power (6)
20 Case believed (6)
21 Weinstein's play form (4)
Solution to puzzle 221

THIS WEEK

COMMENT
PRIMARY SCHOOL TO WORK OVERSEAS NEWS
LETTERS
ARTS AND BOOKS
RESOURCES
EXTRA: Mathematics
PERSONAL COLUMN
NOTICEBOARD AND CROSSWORD
CLASSIFIED 34



Full report pages 14-16



Tomorrow's top people page 29

EXTRA: Maths pages 39-50





EDUCATIONAL SUPPLEMENT
Priory House, St John's Lane, London EC1M 4BX. Tel 01-253 3000

Many messages: few listeners

THE TES 75th Anniversary conference on primary education (pages 14, 15, 16) brought together about 100 teachers, advisers and others concerned with the primary schools to discuss what was described as "the plethora of signals" now being relayed to the schools by Ministers, administrators, HMIs and parents, and how the schools should respond. The result was illuminating, but not always in the ways intended or expected. What came across was a remarkable reluctance to listen to the messages or answer the signals. Speaker after speaker dilated on the pressures which bear upon the primary schools. There was plenty of talk of the shortages, and most of all, a shortage of time for preparation, in-service training and reading the welter of material which descends on the schools from on high - the DES, the Inspectorate, the I.C.A.S.

It was not, however, the shortage of time which explained the reluctance to hear what the DES is saying. For many of those at the conference this arose from a more fundamental cause. Michael Armstrong, head of an Oxfordshire primary school, put it most cogently when he described the difference between his approach and the line which dominates the Inspectorate's thinking.

The surveys and guidelines and departmental statements assume that primary education is a linear process which starts in the reception class and goes on through a sequence of instruction and planned experience over five years to culminate in the pre-stated specification for a 11-plus leaver. There is an ideal outcome in the shape of a child

who can perform a variety of intellectual, physical and aesthetic tasks, and, by dissecting this officially-approved model, it is possible to deduce what primary schools must do to achieve it.

Such an "outcome-oriented" design was anathema to Armstrong and many others present at the conference. They saw primary education as a series of experiences and encounters which aimed to stimulate and satisfy children's appetite to learn - an appetite which would, itself, help to define the content of the curriculum and the stages along the way at which particular kinds of competence were acquired. They disputed the idea of learning as a pre-defined linear process leading to a specification laid down in advance, at best, irrelevant and at worst inhibiting.

The irony is that there is probably little real conflict between the outcomes expected by primary teachers and the HMIs. The dispute is about the value of setting it down on paper, and the wisdom of laying down guidelines and milestones along the way. There must be many primary teachers, like those who attended last Thursday's meeting, who think that drawing up petty-fogging check-lists of objectives is a waste of time. Primary teachers have proved from experience that mechanistic juggling with words in official guidelines has very little to do with the real business of running a good primary school. Nor do they think that handing out lists of objectives to lean on like crutches is the way to help less successful primary teachers.

But when all this is said and done, primary

teachers like those who attended this conference are confident that their schools do produce competent 11-year-olds. More than this, they accept that this must mean giving boys and girls the grounding they need for effective learning at the secondary stage. They are not advocates of anarchy or reckless about standards. They simply don't accept that they should change their ways (which their experience has shown to be successful) to conform to the bureaucratic methodology implicit in the current DES curriculum theory.

To some extent, then, their failure to respond reflected differences about means not ends: it was more apparent than real. Or was it? One of the speakers, Ken Young, a London primary head, began his talk by recounting an incident in which his own child had been involved at school - an incident which showed, if nothing else, that not all parents are happy with the way their children are treated.

At the centre of the present argument are questions which cannot be answered by reference, simply, to the individual skills of the teachers and the provision of resources. Schools do not exist in splendid isolation. They form part of a local and a national system. Many of the pressures which are now being felt in the schools arise from the concern of Ministers who are themselves expressing concerns of the public. When Ministers ask "how good are our primary schools", HMI paint an uneven picture. The good is very good. The bad is pretty bad. And in between is a fairly large nondescript area. When

Ministers go on to ask what is to be done to achieve a higher quality and a more reliable level of performance throughout, they inevitably ask the kind of exercise which culminates in a barrage of paper and advice. As Dr Harry Jobe argues in an important article on page 4, many of education's current tribulations can be traced to Ministerial attempts to do other people's jobs.

The fact is that while these Ministerial concerns are clearly legitimate, the actions they lead to are misguided and do as much harm as good. It holds the line, however, the primary teachers need to mobilize better arguments and heavier artillery than they wheeled out last week. For a start, they will have to listen to the messages, not ostentatiously reject them.

This is not to question the difficulties under which they work, nor yet the damage to morale which has been caused by ignorant and hostile rhetoric. But the peculiar mixture of self-pity and self-satisfaction which distinguishes much of the current educational debate is unlikely to strike the outside observer as particularly persuasive. Nor does it concentrate attention on the practical questions which arise: is the current emphasis on curriculum consultants in primary education sound? How can better practice be encouraged all round without putting the individual teacher in a strait-jacket? How can the public discussion of goals be used to free the teachers rather than to confine them, by acknowledging the variety of the paths and experiences which can bring about good learning?

COMMENT

The gift of tongues

Bilingual education, or mother-tongue teaching, is a hot education topic all over the world. In this country the Swann committee received more evidence on mother tongue teaching than on any other subject.

So the United States Education Secretary's attack on bilingual education, and the complex political and educational reasons for it (page 19) is of great interest.

The Swann report rejected the idea of bilingual education out of hand, for a variety of reasons - it's all too difficult; there are often simply too many minority languages to be manageable in our cities; there's evidence that it does no harm, but none that it does any good and that parents want English above all.

All they supported was an extremely weak interpretation of the "maintenance" of minority languages - adding that such maintenance is no business of the schools, though local authorities should give a bit of help to community attempts to do it.

The Swann recommendations offered little to non-English speakers who come into schools over the age of five, and are handicapped in tackling the normal curriculum, or benefiting from the pastoral side, vocational guidance and so on.

Nor did Swann make much of the educational and commercial advantage that could come if schools helped British minority children to operate fluently, and at a high conceptual level, in their impressively wide range of mother tongues.

There is no need to go overboard for bilingualism: as the Americans did, in order to do a great deal more to support minority language in schools - with benefit to individuals and the community alike.

Happily more than one city authority is still positively investigating the possibilities of mother tongue support, and what more resources become available

they will deserve careful study. Meanwhile, Sir Keith Joseph could at least act on Swann's one positive recommendation, and build up the teacher training for minority language support which is now woefully lacking.

Any hairs to split?

This week the running battle over the curriculum passed quietly into a new phase, as the long-awaited and long-delayed GCSE draft grade criteria were unveiled. The collected thoughts of the Secondary Examinations Council on nine major subjects are now on their way to the unions, local authorities, subject associations and examination boards - comments by the end of February.

Let it be stated again, for those who have been under the forgiving impression that these notions were to be set in concrete next autumn: these particular proposals are not expected to be implemented until the early 1990's. The GCSE syllabuses which are intended to come into effect next year will follow the "national" criteria recently laid down. Syllabuses based on the new criteria are due to be tested from next autumn in pilot form.

The underlying philosophy of the latest SEC offering follows Sir Keith Joseph's decision that competitive norm-referencing must yield to non-competitive criterion-referencing. In plainer terms, the system whereby pupils' attainments are graded (in theory, anyway) against national averages is to be replaced by a system whereby their attainments are measured (in theory) against objectively established criteria. The old system implied that a significant proportion of the nation's children had automatically to be judged failures; the new system is an attempt to escape this corporate stigma.

It has already been pointed out that since Sir Keith wishes a Grade 7 in the new dispensation to be of an equivalent

level standard to a CSE Grade 4, the purity of the conception is sullied in advance: criterion-referencing was not born yesterday, and norm-referencing will live on. Far more serious objections will now be raised as theory is turned into practice. Has the SEC made the new notion work? Can anybody make it work?

It seems clear that some forms of learning - progressively-acquired intellectual skills of maths or foreign-language learning for example - lend themselves more to measurement by objective criteria than others. It is fairly easy to tell if someone can or can't tell the time in French.

The trouble arises with those subjects which depend primarily on the imaginative and aesthetic faculties. Two years ago the Assessment of Performance Unit published its thoughts on "aesthetic development", and made a complete ass of itself in the process. Next week on this page we shall print a historian's verdict on the SEC's history proposals, but first impressions of these and their counterparts for English suggest how easily the SEC could get bogged down in ambiguous nonsense.

History is subdivided into three supposedly separable "domains": "historical knowledge and understanding", "historical enquiry", and "historical reasoning", each of which is itself subdivided into four levels of achievement. At the highest level, "recalled or selected" information is presented in a "connected and consistent manner"; at the level below, in a merely "connected" manner, and at the level below that, in a manner that shows some "connection". This is an attempt to turn half-splitting into a fine art.

Some of the English proposals are frankly bizarre. Teachers assessing competence in the domain of "oral communication" are asked to differentiate between "using a deliberate gesture to... enhance what is said" and the higher-grade "using non-verbal signals (eye-contact, direction of gaze, posture, etc) to enhance what is said". How would they grade those

reading and writing skills would drive examiners straight back into old-fashioned impression-marking, if it didn't drive them mad first.

Archer - off target

Mr Jeffrey Archer, the celebrated expert on youth employment, is convinced that large numbers of young people are deliberately proffering idleness to work. His remarks in a lengthy radio interview were reprinted in *extenso* in *The Times* on Monday - not because their obvious good sense deserved to be preserved in a journal of record but more, one suspects, out of an immediate recognition that a deputy chairman of the Conservative Party who can deliver himself of such dangerous drivel needs to be monitored pretty closely.

What he had to say about unemployed young people might have sounded unexceptionable in the bar of a well-hoed Home Counties golf club (always supposing none of those present had any personal knowledge of the difficulties faced by young people) but in the mouth of someone who was meant to speak for the party in power at Westminster, it was an appalling display of ignorance and prejudice.

It is some years now since Norman Tebbit's *obiter dictum* which equated finding a job with a short ride on a bicycle. Since then Mr Tebbit has grown more cautious - a small wonder he wasted little time in firmly disavowing the egregious novelist. The fact is that beyond the radius of a reasonable bike-ride there are real limitations on mobility: given the inflexibility of the present housing arrangements, Mr Archer's advice to young people who can't get jobs in the desolate North to move to the M4 corridor - if his deeply-felt but vacuous remarks meant anything so cogent - was peculiarly unhelpful. The lack of housing for rent - the result of many decades of rent control and the inadequate housing policies of both Conservative and Labour - means that low-paid workers

(including young people starting out) have the greatest difficulty in leaving home to find work. As for the empty places at a Wellingborough Mode 8 YTS scheme (see page 17) the facts of his anecdote cannot bear the weight of the generalizations he loaded on to it. Taking the country as a whole - and notwithstanding the abuse piled on the scheme at the Labour party conference by Tony Benn and others - YTS recruitment has been pretty good and proves that idleness is not the first choice of the great majority of young people.



...no comment

Take a careful look at the school, and teachers, each term. Teachers not up to "scratch" - those who look scruffy and untidy, those who try to present their own political opinions as dogma, or teachers who the children all agree make boring, or have favourites, or are not ready prepared for each lesson.

Redundancy plan fails to avert bankruptcy

by Richard Garner

The attempt by Liverpool's Labour leadership to stave off bankruptcy and a complete collapse of services by issuing redundancy notices to its workforce appeared to have failed this week.

City council officials said the authority could run out of money by the end of the month - in which case many teachers will have already received their last pay cheque.

Talks between city council leaders and representatives of the Public Works Loans Board have so far failed to persuade the board to lift its ban on lending to the council.

However, union leaders were told by Mr Tony Byrne, the council's finance chairman, that he could see no reason why their members should be paid until redundancy notices expire in December.

Officials from the Department of Employment are querying the legality of the redundancy notices. The result may be that an extra £15 million of government cash for the workforce may be frozen.

The legality of declaring the workforce redundant will be tested in the High Court next Wednesday when the National Union of Teachers will urge a judge to quash the decision. A similar action brought by the National Association of Head Teachers will be heard at the same time.

But city councillors have stressed that the money would dry up immediately if the NUT wins its case. All the TUC-affiliated teaching unions in Liverpool - except the NAS/UTW - have signed a letter to their leaders recognising the lack of government cash for the city has been the main cause of the crisis but arguing against the issuing of redundancy notices. The NAS/UTW is understood to be unhappy about heaping so much of the blame on the government instead of city councillors.

For next week's meeting with trade union leaders to be successful, city councillors will have to be persuaded to adopt a new strategy: either to use capital resources earmarked for housing maintenance to prop services this year or to borrow money on the councils existing assets (its buildings). However, the first alternative has already been rejected by Mr Derek Hutton, the deputy leader of the city council, on the grounds it would cost construction workers' jobs if it went ahead.

Meanwhile, both the NAS/UTW and the Professional Association of Teachers have made formal complaints under section 99 of the 1944 Education Act reminding Sir Keith Joseph that he has a prime responsibility to ensure the provision of education services.

An attempt to secure a High Court injunction against the authority on behalf of the 762 members of the Assistant Masters and Mistresses Association in the city was made by the union on Tuesday. The case was adjourned until December 2 - before the notices expire.



Mr John Clarke, a Conservative...

Right-wing hobby-horses seem to have taken up much of the time at last week's prime ministerial teach-in on education at Number 10 Downing Street.

In view of most of the 35 names on the guest list - described by one state school head this week as the Black and the Blue - that was not, perhaps, surprising. No gathering graced by Baroness Cox and Dr John Marks would be expected to pass without some reference to political indoctrination by left-wing teachers, notably in the form of peace studies. Nor would Laurie Norcross, Dr Rhodes Boyson's successor as head of Highbury Grove in Islington, lightly pass up the opportunity for some digs at the Inner London Education Authority.

But last Wednesday's private meeting, called by the Prime Minister to inform herself about current issues on education, appears to have got bogged down in such matters at the expense of broader themes on the agenda, such as the growing importance of vocational education. That may not have pleased Sir Keith Joseph, the Education Secretary, still less Lord Young, the Employment Secretary, and Mr Leon Brittan, the Trade and Industry Secretary, who were all present and listening carefully.

The discussion on schools was set off by a short talk by John McIntosh, head of the London Oratory School, who complained about the political interference of their London brethren, made it clear that their concerns were quite different. Their excellent teachers were sadly demoralized, and well, under-valued, they said. It is understood, however, that no one abused their hostess's hospitality by getting down to the nuts and bolts of the teachers' dispute or risked including her wrath by directly damning the cuts.

But I.C.A.S. leaders from the Tory-controlled shires and suburbs, such as the rumbustious Dr David Muffett

Biddy Passmore on last week's prime ministerial teach-in

Remounting tired old hobby-horses



No 10 guests (clockwise from top right) Lady Cox, John Marks and Laurie Norcross.

from Hereford and Worcester and Mrs Mavis Peart from Sutton, were not convinced that problems in the beleaguered inner cities warranted such a drastic shift of power.

And head teachers from the shires and suburbs, while distressed to hear of the sufferings of their London brethren, made it clear that their concerns were quite different. Their excellent teachers were sadly demoralized, and well, under-valued, they said. It is understood, however, that no one abused their hostess's hospitality by getting down to the nuts and bolts of the teachers' dispute or risked including her wrath by directly damning the cuts.

But I.C.A.S. leaders from the Tory-controlled shires and suburbs, such as the rumbustious Dr David Muffett

discussion on vocational education. He said the Government should take the credit for effectively keeping all young people under 18 out of the employment market through its two-year Youth Training Scheme. But he stressed the need to develop a proper, criterion-referenced qualification for trainees on the programme and said - no doubt to the discomfort of Lord Young - that the Government must be prepared to pay for it properly; industry would not pick up the tab.

However, his efforts, backed up by Anne Jones, who stressed the need for better coordination of education and training, fell on stony ground. Their fellow guests were not too interested in the subject, it seems.

Increasing vocational emphasis in higher education was, however, a subject that some delegates thought worth mentioning, and aroused more debate than the enthusiasm for private universities charging full-cost fees expressed by Professor Kenneth Minogue of the London School of Economics. Whether intentional or not, it was said, the message that was coming through was that the Government did not value the university traditions of research and scholarship and regarded universities more and more as a training ground for industry (vigorous shaking of the head from Sir Keith Joseph).

The two-hour discussion over, the participants adjourned for "delicious tipples" and a drink. The Prime Minister had been uncharacteristically silent throughout, although one guest said she expressed some emotion through sympathetically mobile eyebrows and the occasional flash from her blue eyes. She was there to learn, she had told them, not to express her own views. She certainly listened 'but whether she emerged much the wiser is another matter.

Professor John Ashworth, the bouncy, entrepreneurial vice-chancellor of Salford University, tried to start up a

Heads favour strike in graffiti row

by Mike Durham

Manchester headteachers have voted overwhelmingly in favour of industrial action in the "obscene graffiti" dispute, which has virtually closed Poundsdew high school and led other teachers to walk out in sympathy.

The Manchester Association of Head Teachers voted by ballot this week to take action in support of striking and suspended teachers. Meanwhile, new attempts were being made today to reach a compromise.

The dispute began two weeks ago, after teachers at Poundsdew in Wythenshawe refused to teach five fifth-formers who had been suspended for daubing obscene graffiti about teachers on the school walls.

When the teachers were suspended, 29 National Union of Teachers members went on strike and 20 teachers belonging to the NAS/UTW and AMMA have been sent home for refusing to teach the boys. The unions say the L.E.A.'s decision to send them back to the same school is an affront.

This week, Poundsdew lower school was closed and only about a dozen staff

and 20 pupils were still working in the upper school. Mr Bernard Gray, deputy head and a spokesman for the teachers' joint action committee, said there was widespread support from parents and other teachers.

"The whole staff are agreed that in all their teaching experience they have never seen anything like these graffiti," Mr Gray said.

"The return of the boys would be distressing and distasteful to staff and undermine the standards the school has built up."

"There are several options. Other schools have offered to take the boys, or there could be some off-site provision. We do not accept that they should come back here."

Manchester education authority says it has a legal obligation to provide an education for the boys. A spokesman said: "Their parents want them to go back to the school, and we feel there is no reason they should not do so."

The SEHA has already balloted and was holding a half-day strike in the city yesterday.

Oxford school closure proposals reach stalemate

A political stalemate has stalled plans for a reorganization of secondary schools in the city of Oxford. Although the education authority has decided there should be fewer schools, nobody can agree on how many or what kind.

At a three-hour meeting, Oxfordshire I.C.A.S. last week voted to cut the number of schools from the present six. But the L.E.A. is almost equally divided between the three major political parties and that was the only decision it could reach.

A Conservative proposal to keep all six schools and retain single-sex education was thrown out on a free vote by 19 to 10, even though they are the largest party and the education chairman,

Mr John Clarke, is a Conservative. An Alliance plan to cut the number of schools to four was outvoted by 14 to 11. A similar proposal by a Labour councillor, specifying the schools to be merged, was defeated by a thumping 25 votes to six.

A special working party was meeting yesterday to review the remaining options - reducing the number of schools to two, three, or five - and is expected to make a recommendation to the education committee later this month.

Chief education officer Mr Tim Brighouse is understood to have favoured merging several schools and opening a sixth form centre.

L.e.a.s prove target wrong

A court victory by two local education authorities over the payment of Government Rate Support Grant is thought likely to have far-reaching implications for the future of local government spending policy.

The Appeal Court ruled that Bradford City Council and Nottinghamshire County Council had been awarded wrongly-calculated spending

targets for this year by the Department of Environment.

As a result, the Government faces having to pay an extra £24 million in grant to the two councils. The grant was stopped as part of the penalty for over-spending the wrongly-calculated spending targets. Other local authorities may be able to challenge the Government on the same basis.

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The morale and confidence of the education service are now at a desperately low point. It would be comforting to believe that, for some undefined reason, things may begin to get better again. But who believes that they will?

It has taken me a long time to write these lines and I still find it difficult to do so. It is always very much easier to write less directly about a crisis, to balance and to qualify, to be subtle rather than simple. More than that, there is something offensive about crying stinking fish. To talk about pessimism and its causes is, often, to make things still worse—and especially when all of us in education desperately need some message of dynamic hope.

But the work which we try to do is now in such poor shape that it would be short-sighted and cowardly just to put on a brave face. Unless and until the fact of crisis is acknowledged, and its nature agreed upon, nothing can be improved. The present mood is without precedent, certainly within the working lifetime of the older among us and, arguably, at any time over the past century.

What has generated this black mood? We all know the orthodox answers: falling rolls, political intransigence, teacher militancy, new social problems, youth unemployment, corporate management, radical change in the styles of local government, exaggerated expectations in the 1960s, the list is endless. Yes, but what gives them unmanageable form is something much simpler, and more fundamental.

At the root of our trouble, there lies a conscious effort to subvert the institutional bases of our educational system, to substitute a new political order. There is a horrifying continuity between the crisis of conscience at the BBC and the crisis of confidence in education. What they have in common is an assault upon autonomy, and an attempt to accumulate all effective power in the hands of an aggressive central government.

That is simple enough, and it would be agreeable to turn this anti-political argument into an anti-Conservative polemic. But that will not do, if only because the present accelerating tendency has its visible origins well before the 1979 General Election and well before the irruption of Sir Keith Joseph. Moreover, unless this centralising tendency can be challenged and checked, the habits and assumptions of the past decade will be automatically projected into a gloomy future. Consider one sinister example. Opposition groups are already threatening that should they come to power, they will be obliged to remove some very senior civil servants and replace them with more congenial and compliant mandarins. That is a fair index of the degradation of the system.

The root error is that government (any government) should be in charge of education. And it is a monstrous error, poisoning the whole system with the noxious juices of impotence, frustration, servility and patronage. It is this error which is the cause and magnifier of all our ills.

How and when did it arise? As early as the 1960s Ministers of Education began to show signs of this strange infection. Their predecessors had lived comfortably (I do not mean complacently) with the notion that education was at heart something conducted by teachers; that I.e.a.s. knew their own business and could do it, and that heads could be trusted to lead the schools to which they had been appointed.

As for ministers, it was their job to



'The servile society does not need its thought police—a nod or threatening grunt of official disapproval is enough' . . . Harry Judge diagnoses the sickness in the system

ensure that the law was obeyed, that their own statutory obligations were discharged (in ensuring an adequate supply of teachers, for example), and that the best possible share of national resources was made available for the educational enterprise. It was, and could be, almost as simple as that.

Then they began to fidget, and their civil servants with them. Surely, they ought to be comparable in power with other great departments of state which actually ran things (like industry or employment), or could at least pretend to. Surely, this country, like its European neighbours, ought to have national policies for the curriculum and impose them on the system. Surely, HM Inspectorate, instead of being an independent body of wise consultants available to all, should become (under a decent and misty cloak) the servants of the will of the Secretary of State. And so it came to pass.

Now, to compress a long and painful narrative, instructions, requests, initiatives and press releases (by the score) in a cataract from Elizabeth House and the wretched bodies which now depend upon it. Money is manipu-

lated to seduce or tame the recalcitrant, whether through Education Support Grants or the MSC. There is only one orthodoxy, and teachers may exercise a proper initiative only inside the boringly-precise fence of currently defined objectives.

It is, then, hardly surprising that the Secretary of State—aided and abetted by many who should have resisted this extension of political power—has taken to himself the definition of those criteria which should prescribe teacher training. He has created a body to ensure that his prescriptions prevail, and intruded his inspectors into the weakened universities.

It is well enough known that how you treat other people is in large measure a reflection of how you are yourself treated. So what follows is obvious. I.e.a.s. harassed by the uninterrupted and unprecedented flow of paper requiring responses or action, inevitably respond by pushing it on-wards and downwards. The torrent from the top down swamps initiative at the 'base'—where the hard action is, and where innovation can be carefully nurtured. The image is of a top-heavy system, with clogging weights pressing hardest on those at the bottom.

The frustration within the system can now almost be smelt. But frustration is uniquely hard to articulate, and easy to misrepresent as a mixture of nostalgia and bad temper. So people tend to grumble and go away—to early retirement, or elsewhere to cultivate a garden. Others, within the system, are reluctant to attack it for the obvious reason, already stated, that to make bad noises demoralizes people even more.

How can a chief education officer or a head honestly do such a thing and remain in post? Others, and there are many, genuinely fear to speak their minds lest, by so doing, they damage the interests of the place (even, it must be said, a university) in which they work. The servile society, which is what the educational microcosm is now fast becoming, does not need its thought police: a nod, or a threatening grunt, of official disapproval is enough.

For the past year or more I have collected stray remarks in many conversations, and give my selection here. None of them was made by a close friend, and only one of them by someone living in my part of the world (so there's the paranoia again). Here

they are:

□ Reported of a Permanent Secretary somewhere in Whitehall: "When, after the next election, we come back for further terms of unsolicited advice which is unwelcome to him".
□ A senior HMI: "There is no point in giving the Secretary of State advice which is unwelcome to him".
□ A chief education officer, and a distinguished one, in mid-career: "I would resign tomorrow if I could find something else to do".
□ An Oxford don, at the time of the nonsense about Mrs Thatcher's degree: "A high-placed friend in Whitehall has warned me not to be active in the campaign, if I want to get that research grant".

□ A teacher who has worked well, and enjoyed doing it: "What I cannot bear is that I am glad none of my children are becoming teachers".

□ An administrator with responsibility for TVEI: "We've taken the money, but fixed it so that we spend how we please".

□ A teacher-trainer: "Well, he says we have to have a 36-week course and no extra resources, so we'll just put students into schools for the extra weeks".

□ The head of a school: "Every day the distance between me and the other teachers grows and I become more and more an agent of an unsympathetic and invisible management".

□ The head of a school: "Every day the distance between me and the other teachers grows and I become more and more an agent of an unsympathetic and invisible management".

Of course, the tangle and bitterness of the teachers' pay dispute reflects all this, and makes it all so much worse. The fabric of relationships within schools is being ripped apart. The tragic irony is that the time is right for radical changes in the position of the teacher and the structure of the profession. A Secretary of State, whose intelligence and commitment are matched only by his inactivity, has continued to wage a set of constructive proposals by linking them to negative concepts of appraisal, to a punitive weeding out of the incompetent, to a ludicrously simple view of market forces. A Secretary of State may change or be changed. But for as long as he is perceived as presiding and brooding over an educational system and seeking to direct it, then for that time, too, the system itself will continue to degenerate.

The first step towards a restoration of educational hygiene is to recognize the problem, and to agree upon its nature. It is not a question of restoring some golden age, which never was, and still less of claiming autocracy and autonomy for teachers, simply because they are teachers. But schools do need to be perceived as being rooted in the communities of which they are part, and serving their needs. They are not outposts of the state, and the state does them no favour in allocating the people's money to them. Teachers are not their pupils, and not for the Secretary of State. I.e.a.s. must provide the framework for that work, not more than that.

In particular, perhaps even exclusively, they should address their energies to the effective deployment of resources within a contracting system. One of the reasons why they have not yet done that is that they have been too obliged to jig frantically about on many fanciful tunes piped down from Whitehall. As for the past, it should emulate the Cheshire cat. All we really need is a smile.

Is there any hope, perhaps at all, of building new coalitions along these lines?

Labour councils dish out cheaper meals

by Diane Spencer

School meals in Labour-controlled local authorities are 10p cheaper on average than those provided by Conservative and Alliance councils. A national survey of school meal prices conducted by Mr Frank Dobson, Opposition health spokesman, shows that the average charge in Labour authorities is 53p.

The cheapest school meals can be found in Luton (49p), North Tyneside (49p) and Bassetlaw (49p), and

Haringey, Newham, Manchester and Derbyshire (45p) which are all Labour authorities. The deardest meals are in the Scilly Isles (55p) but on the mainland, Harrow and Buckinghamshire charge most (75p). Enfield (74p) comes a close second, followed by Berkshire, Bedfordshire, Cheshire and Somerset (70p). The last two authorities have no overall political control while the others are Conservative. The biggest price

increase since 1984 was recorded in Harrow, Mr Dobson, going further than official Labour policy, pledged that Labour would restore the school meals service to its original level. The national average of a school meal was 25 pence, but the Government had abolished it. The price of a school meal had soared to 75p, but the Government had decided to keep it at 25p. The price of a school meal had soared to 75p, but the Government had decided to keep it at 25p.

Tests success for white children in 'Asian majority' school

Keighley primary study challenges Honeyford view

by Diane Spencer

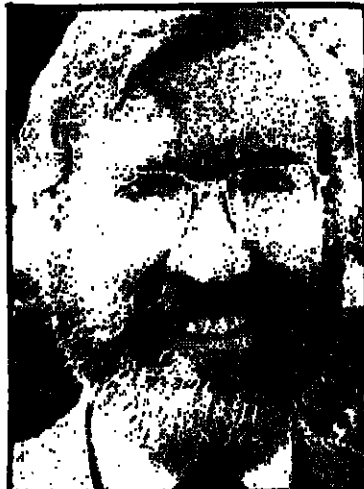
White children at a 320-pupil primary, 90 per cent of whom are Asian, in Keighley near Bradford, fare better than the national average in reading and arithmetic.

Mr Geoffrey Pollard, head of St Andrew's Church of England First School, has been running tests since nine years ago when more Asian children started going to his school.

His findings challenge Mr Ray Honeyford's belief that white children's education suffers when they are in a minority.

He was concerned, like Mr Honeyford, the controversial head of Drummond Middle School in Bradford, about the effect the influx of children from Pakistan would have on white pupils.

Mr Pollard discovered that in the Salford reading test the white children have consistently scored six or seven points above the national average and



Ray Honeyford

now the Asian children are at the top end of the score.

Although he has not tested them as often with an NFER maths test, he has found similar results.

However, Mr Pollard is cautious about his findings. For instance, his intake could be different from Drummond in social class and the age group does differ. And he has not been able to measure the effect of other factors such as social relations or self concept.

"I have only looked at a narrow perspective and don't want people to make too much of this."

But he pointed out that his white pupils came from working class backgrounds and he assumed that most of "the educational process" took place in school.

The performance of his Asian pupils had also greatly improved over the years. At first they were "a population apart" as most had come straight from Pakistan and had little or no English. Some of them now scored as well as the white average marks.

Mr Pollard thought the greater concentration on teaching English as a second language, the increase in staff for ESL and greater thought given to the subject had also benefited the white pupils.

Mr Derrick Butcher, head of Dorner Wells Middle School with around 10 per cent white children in Southall in the London Borough of Ealing, agreed with Mr Pollard, although he had not carried out similar tests.

"My subjective opinion is that a large Asian population has not held back white children, although I do not have the statistics to back this up."

The local branch of the National Union of Teachers in Bradford said it would like an inquiry into schools in the area in the light of Mr Pollard's survey.

UK ranks low in staying on

Fewer 16 to 18-year-olds in the United Kingdom are participating in education and training than in other developed countries.

Sixty-three per cent participate in this country, compared to 65 and 66 per cent in Italy and France respectively, 73 per cent in Japan, 79 per cent in the Netherlands, and 84 per cent in the United States.

The differences are even more marked when part-time participation is included. Only 32 per cent of young people in the United Kingdom in this age group are undertaking full-time education or training, compared with, for example, 79 per cent in the United States, 58 per cent in France and 69 per cent in Japan.

The figures, from a Department of Education and Science statistical bulletin, compare the position of young people in France, Germany, Italy, Japan, The Netherlands, the United Kingdom and the United States of America.

But international comparisons are difficult to make for this age group the bulletin stresses, because patterns of provision vary widely between countries, and participation rates are affected by levels of unemployment and the secondary school leaving age.

The bulletin shows that most European countries experienced a peak in this age group in 1982, and numbers have been declining since. Not surprisingly, more 16-year-olds are in education and training than 17 and 18-year-olds, in all countries. In the United Kingdom the drop is from 84 per cent of 16-year-olds to 42 per cent of 18-year-olds.

Participation by women is generally similar to or less than that for men. However, women were more likely than men to participate full-time in France, Germany and the United Kingdom. DES Statistical Bulletin 10/85 International Statistical Comparisons of the Education and Training of 16 to 18-year-olds.

Kent acts on haemophilia-AIDS issue

Kent education authority has issued advice to schools on pupils with haemophilia following the disclosure that a haemophilic pupil at Stour Valley School, near Canterbury, has AIDS-related antibodies in his blood.

Wellfare staff will be employed to keep a watch on the pupil who has not been named. None of the school's 350 pupils have been withdrawn and a spokesman for the authority said the reaction of parents had been "very supportive". She added that the I.e.a. expected a number of other cases of infection among haemophilic pupils.

NEWS



Children's ticket to read

Jan Pleshchewski, the popular children's book illustrator, and a young helper (inset) prepare the Children's Book Week train at Marylebone Station. The train leaves from Euston for Milton Keynes tomorrow on the first leg of a week-long journey that will take it to Aberdeen then via Wales to Portsmouth and back to Waterloo. Authors such as Michael Rosen, Grace Halliworth, Michael Bond, the Rev. W. Awdrey and his son, David Wood, Michael Bentine and Joan Lingard will talk to children on different sections of the journey.

New advice issued on trips after drownings

by Hillary Wilce

New guidelines on school visits have been laid down by the National Association of Head Teachers following the tragedy earlier this year in which four school children were swept to their death off Land's End, while on a school holiday.

The NAHT, and the two main teacher associations, the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers, recently gave evidence to a private inquiry by Buckinghamshire local education authority into the disaster.

The heads' association says that school visits are an essential part of education, but because school trips vary so greatly it is impossible to lay down hard and fast supervision ratios.

Neither should heads automatically assume any proposed visit is necessarily good. "We're saying that heads need to give very careful consideration to the aims and objectives of a visit, and whether it is really educational," Mr David Hart, general secretary, said.

The association advises that "a signi-

ficant part" of the supervision must be provided by teachers, and that the leader or organizer should have some expertise in the activities being carried out. This is essential in the case of more risky activities, such as outdoor adventure trips. Someone should take charge of first aid.

School parties should have lines of communication with the home base, and, when possible, a prior visit to the location should be made.

Ultimately the head is responsible for any school trip, the association says, and must ensure that the leader of a visit is fully aware of his or her responsibilities.

The National Union of Teachers' delegation to the inquiry said it welcomed moves by the local education authority to draw up guidelines on school visits. It also pointed out that sufficient supply cover would be needed in schools to cover for staff supervising journeys and visits.

The report of the inquiry is expected at the end of the month, after which it will be debated by the schools subcommittee.

NUS warns MPs

The National Union of Students has warned 59 MPs representing the most marginal constituencies in the country that its members will be urged to vote against them at the next general election if they fail to back the union's campaign for a 17 per cent rise in the student minimum grant.

Final speech threat

The only one-year full-time course in the country for teachers wishing to work with speech-impaired children is threatened with closure. Reading University has told the Association for All Speech Impaired Children (AFASIC), that unless it becomes self-financing support will be withdrawn.

bers, "to head off panic reactions". It points out that the disease is not transmitted by coughing, sneezing, shaking hands, or via plates and cups. In Salisbury, Wiltshire, a four-year-old boy has been banned from a playground because he has developed AIDS-related antibodies, in spite of assurances that he poses no risk.

Funds for engineers

Eighteen universities, eight polytechnics and the Cranfield Institute of Technology are to receive a total of £28.3 million over the next 30 months to increase Britain's supply of graduate engineers and technologists.

The funding, announced by the Department of Education and Science, will provide extra places for 1,000 undergraduates and 120 post-graduates, starting courses in 1986 and 1987.

It is the second phase of a programme designed to provide 5,000 extra places in higher education by the end of the decade at a cost of £45 million. Sir Keith Joseph said industry had made clear that more graduates were wanted.

"We now look to industry to demonstrate the value it attaches to the programme by offering concrete support in various ways to the institutions included in the programme and by offering potential students a thoroughly stimulating and worthwhile career," the Education Secretary said.

The Open University will receive £1.4 million under the programme's second phase. The 17 other universities will share £20.7 million, the polytechnics £5.7 million, and £500,000 will go to the Cranfield Institute of Technology.



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Salaries could cost l.e.a.s. treble

by Mike Durham

Meeting the teachers' 6.9 per cent pay demand could cost the local education authorities £250 million this year — three times the sum actually paid to teachers — unless the Government agrees to waive penalties for the extra spending.

At a settlement of 6.9 per cent, authorities would forfeit twice as much in lost Rate Support Grant as they would spend on extra pay. The only alternative is to cut back on services.

This is the grim scenario that local authority leaders, perhaps with the support of teachers' unions, plan to impress on Sir Keith Joseph in the next few days.

Representatives of all 104 l.e.a.s. may meet within two weeks to reach a consensus on what they can afford to offer. However, local authority spokesmen already insist that they have offered more than they can afford unless the Government steps in.

On average, l.e.a.s. are thought to have included 5 per cent in their budgets at the beginning of the financial year to cover the cost of the teachers' pay rise. Some budgeted for as little as 3 per cent, but a few set aside more than 6.

On this assumption, if local author-

ities settled for 6.9 per cent they would have to find an extra £82 million (1.9 per cent of the pay bill) to fill the gap. Most l.e.a.s. complain that they do not have the money, even though it amounts to an average of less than £1 million per authority. One option is for them to find the money by making cuts.

But if they choose to find the money by transferring cash from reserves, capitalizing assets or other forms of "creative accountancy" — still a possibility for many l.e.a.s. — they could incur Government penalties for over-spending.

Calculations suggest that the l.e.a.s. would collectively forfeit an extra £173 million in this way, amounting to a total of £255 million. That is why local authority leaders are so anxious to ask the Government to drop the penalty clauses.

For most authorities, the question of how much they can "afford" to pay teachers has become almost an academic question, according to management sources. Negotiators are reduced to plucking figures out of the air, with no reliable evidence on how l.e.a.s. would be affected.

The Association of County Councils

surveyed its member authorities in March and during the summer. The counties then told representatives on the Burnham Committee that they could not afford more than 5 per cent.

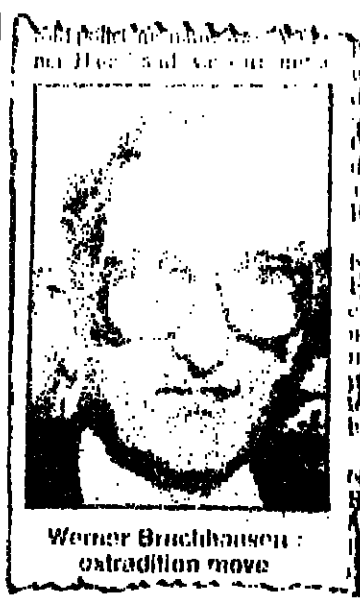
The Association of Metropolitan Authorities, which represents education authorities in urban areas, does not carry out straw polls of its membership before entering pay negotiations.

However, one officer said: "I would be very surprised if a trawl of opinion among AMA education authorities would reveal anything very different from the counties."

"People might say that a certain amount was as much as they could afford. But that is not quite the same thing as how much authorities might be prepared to pay to end the dispute."

How much the authorities eventually agree to offer the teachers in the next round of negotiations could depend on who they choose to send to the l.e.a.s.' special conference when it takes place.

The majority of education chairmen might be prepared to offer a slightly higher figure than most council chair-



Werner Bruchhausen: extradition move



Philip Merridale

Burnham's Mr Big?

Is Mr Philip Merridale, leading education politician, a fugitive from justice? To followers of the teachers' pay dispute, Mr Merridale is known as the highly respected education chairman of Hampshire, leader of shire county Conservatives in Burnham, and a former leader of the pay talks.

To readers of *The Observer* last Sunday he appeared to be one Werner Bruchhausen, 46, West German "Mr Big" of an Iron Curtain smuggling ring, wanted on federal charges by the

US Government. The picture along the story was undoubtedly that of Merridale, who, it was implied, was now languishing in Pentonville Prison.

"A number of colleagues have inquired," Mr Merridale said this morning, "and I am happy to tell them I am out on bail." Despite the presumption that the teachers' pay dispute, he has led a double life. *The Observer* said this week it had printed the picture.

Teacher governors barred

Teachers in mid Glamorgan have been barred from attending meetings of their school governing bodies unless they can guarantee their absence from the classroom will not lead to children being sent home, *Richard Garner* writes.

New legislation has meant the number of governing bodies in the authority almost doubling this term — and the teachers' ban on out-of-hours activities has led to many of them taking place during the school day.

However, teachers who have been elected to serve on them have been told they cannot be given leave of absence in a bid by the authority to cut down on disruption of lessons. In addition, teachers are being refused

leave of absence for "family commitments", such as moving home.

The firm line by the Welsh Labour-controlled authority coincides with a similar move by the neighbouring Gwent County Council which, *The TES* revealed last week, had refused teachers elected to council office leave of absence to attend meetings unless similar guarantees were given.

However, fears voiced by headteachers' leaders that they could be barred from attending governors' meetings have been allayed by the authority which said that supply cover would be found to fill heads with a teaching commitment who found themselves in difficulties.

Pay docking threatened

Teachers in the London borough of Bellingham who are refusing to cover for absent colleagues have been told that their pay will be docked from the beginning of this week.

In a letter from the Conservative-controlled authority, heads have been asked to note each case of a teacher refusing to cover — stating how much time was involved, and with advice sent out at the beginning of the dispute by

the Council of Local Education Authorities, which prompted several authorities to threaten deductions. However, these ceased, after the National Union of Teachers warned it would take legal action.

Mr John Butts, secretary of the Bellingham NUT, urged members to support a half-day strike planned for next Tuesday — the day when a full council meeting will have the opportunity to discuss the decision.

Hawks ask for cash

by Richard Garner

The local education authority considered by teachers' leaders to have been the most hawkish during this year's pay dispute has suddenly called on the Government to provide extra cash to finance a "flat-rate cost-of-living" settlement.

This new line has been adopted in a conciliatory joint statement from Mr Bob Mescham, the leader of Conservative-controlled Solihull Council and Mr Geoffrey Wright, its education committee chairman.

They say: "The damage being done to education cannot be ignored. The areas of obvious break-downs are absence from lessons or lunch-time supervision, are only the holes above the water-line. Below it, lies the greater damage to morale, to pupil attitudes and to professional vocation."

In exchange for the extra government cash, the two say they feel teachers should "accept in principle" that negotiations on Sir Keith Joseph's £1.25 billion four-year structure package should immediately follow the conclusion of this year's pay deal.

That line is similar to the one adopted by all the teachers' unions save the National Union of Teachers at the last abortive meeting of the Burnham pay bargaining body.

Mr Wright told *The TES* he was talking of a settlement at "around 7 per cent", adding: "The unions might say there is a hard-line council giving way, but our object is to get some sort of initiative off the ground to settle the dispute."

At the beginning of the dispute, Solihull incurred the wrath of both the NUT and the National Association of Schoolmasters/Union of Women Teachers by taking them to court under the government's 1984 Trade Union Act on the grounds that they had not balloted their members on sanctions.

Mr Brian Carter, West Midlands regional official of the NUT, said of the new move: "It makes out a good case for putting Solihull lower down the targeting scale for action this term." However, he added that the authority, however, has not to have realized that a higher percentage of teachers could be struck. It is a potential settlement which was welcomed towards the end of the year.

Heads may try again for Continental day

Headteachers in Inner London may seek a fresh mandate to introduce a Continental-style day in schools after the half-term break.

Leaders of the London Head Teachers' Association, the Inner London branch of the NAHT, this week told the Labour-controlled ILEA it had until the October 21 half-term break to get its £3 million plan to employ "midday co-ordinators" in schools off the ground.

If deadlock over the scheme is not broken by then, the NAHT intends to hold a fresh ballot on whether to introduce a double-session day from 9am until 1.15pm — followed by an afternoon shutdown.

Mr David Hart, general secretary of the NAHT, said the second ballot was necessary because the terms of the government's 1984 Trade Union Act specified that a union had to take action within four weeks of a ballot if it was to avoid losing its immunity. That time would have elapsed by the end of the half-term break.

It looked this week as if the ILEA plan was unlikely to get off the ground by the deadline as teachers' unions

while welcoming the idea in principle have refused to co-operate with the while pay sanction dispute.

After a meeting with the authority leaders last week, the union said which included representatives of teachers' and manual workers' unions — also voiced their opposition to introduction of the Continental day.

● A unique deal over the operation of school meals staff has been reached between Hillingdon Council in West London and local teachers' leaders.

Under the agreement, which authority reckons will save it a £160,000 a year, all existing staff remain employed on their current contracts — except that they will have their entitlement to a free school meal and receive 1.5p per hour extra.

However, staff employed from March will have to accept the terms of their contract for school periods. When another agreement occurs, newcomers will then be under the terms of the old agreement.

Judge blocks parents' plea for education

A judge last week refused to grant a court order against Strathclyde Regional Council to force it to carry out its duty to provide adequate education during the teachers' strike.

The petition was brought by two parents, Mr William Walker, of Tarbolton, Ayrshire, and Mrs Rosalind Markson, of Cliffron, Glasgow.

Mr Walker's two children attend Mainholm Academy, Ayr, in the constituency of Scottish Secretary Mr George Younger, and Mrs Markson's daughter attends Woodfern High School, Cliffron, in the constituency of Scottish Minister for Education, Mr Allan Stewart. Both schools have been targeted for strike action by the Educational Institute of Scotland.

Giving his decision Lord Davidson in the Court of Session in Edinburgh rejected the plea by Strathclyde that the application by the parents was not competent. But he declined to determine the application at this stage. He ordered a second hearing to examine whether, in the course of the current

school session, there had been a material impairment in the provision of education under the Education (Scotland) Act 1980.

If the answer was yes, he wanted to know if the authority was taking all reasonable steps to comply with its statutory duties. The Act makes it the duty of every education authority to secure adequate and efficient provision of school education.

The judge added that the parents could produce additional material for the next hearing, showing the current state of affairs.

The authority's duty under the Act was a qualified duty. He considered was for Strathclyde to satisfy the court it had not failed in its statutory duty. It would be a good defence if it proved impossible for the authority to carry out its duties.

He also agreed that it was necessary for the parents to show Strathclyde should carry out its

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Made to measure: draft exam criteria

The draft grade criteria for the GCSE could revolutionize public examining, if they can be properly applied and implemented. They aim to provide a description of what any exam candidate knows, understands and can do.

The new assessment techniques which will be needed to measure pupils' abilities in this way subjects are taught as well as altering the contents of syllabuses which have already been drafted for the GCSE.

The decision to develop the criteria was taken after Sir Keith Joseph's Sheffield speech in 1984, which called for "clear definitions of the knowledge of level and performance expected from

candidates for the award of particular grades".

But working out the definitions has proved more complicated than Sir Keith anticipated.

The draft criteria for the first nine subjects have been published two months late, and it no longer seems likely that any of the grade criteria will be ready to be incorporated into the first GCSE syllabuses, as Sir Keith intended.

The criteria will need to have extensive trials before they can be used in the GCSE. At the moment, nobody knows if the different levels of criteria actually match pupils' abilities. The working parties have been simply using their own experience to define the standard of criteria for grade F, for instance, which is supposed to correspond to CSE grade 4.

Some subjects have been able to draw on the experience of the Assessment of Performance Unit while others, like French, are familiar with precise grading techniques from their use of graded tests. But examiners in English, for example, have never before had to draw up such detailed measurements of oral skills.

When speaking, a grade E candidate must be able to "use deliberate gesture to support or enhance what is said", whereas a grade C/D candidate should be able to "use non-verbal signals (eye-contact, direction of gaze, posture etc.) to enhance what is said, and take account of non-verbal cues from their listeners."

Some of the working parties have found it very hard to distinguish between different levels of

achievement. In history, level 4 (the top level) candidates must be able to show their ability to use historical concepts by "selecting recalled or given items of information and presenting the items in a connected and sustained manner".

Level 3 candidates, however, must present the items in a "connected" manner. Examining groups, subject associations, teaching unions and local authority associations now have until early next year to comment on the draft grade criteria. They have not been sent to schools, as the Secondary Examinations Council felt that it would confuse teachers to see them at this early stage.

Susannah Kirkman

GEOGRAPHY

Domains

1 Specific geographical knowledge

Candidates must be able to locate selected places accurately and recall basic factual information.

2 Geographical understanding

Candidates must be able to explain spatial and environmental patterns, processes and relationships.

3 Map and graphic skills

Candidates will have to extract and communicate geographical information from maps, graphs, diagrams and pictorial material.

4 Application of geography to economic, environmental, political and social issues

Candidates will have to use geographical ideas and skills to interpret social and economic patterns, the use of resources and the management of

the environment.

5 Geographical enquiry

Pupils must be able to take part in geographical investigations, including identifying questions, collecting data, seeking answers and explanations and presenting findings.

They should be able to:

- Collect data from primary sources;
- Select relevant data from secondary sources;
- Classify, analyse, interpret and present data in an appropriate form;
- Draw conclusions and communicate their findings effectively.

Grading system

The Geography Working Party would like to throw open the grading system for further discussion. They would like to know what should be the highest grade awarded to a candidate with a score of zero in one domain, the lowest domain score allowed for an A grade candidate, the lowest aggregate score from Grade C, and the provisional grading system is:

Grade	Minimum aggregate score	Restrictions
A	18	No score below 3.
B	16	No score of 1 or 0, not more than one score of 1.
C	14	No score of 0, not more than one score of 1.
D	12	No score of 0.
E	9	Not more than one score of 0.
F	5	Not more than two scores of 0.
G	2	

Examples

The Geography Working Party did not have time to define the standard of Level 2, but it considers that this should be "an extension of Level 1".

Domain A - Specific geographical knowledge

Level 4. The candidate can:

- Identify and locate a combination of related features such as, in a syllabus which specifies the study of arid lands, an arid zone. He or she should be able to show its location, size and principal sources of water and to name adjacent climatic and vegetational zones.
- Recall a range of factual material, eg. remember a wide range of descriptive detail if instructed to "write a descriptive paragraph about the equatorial rain forest".
- Provide a comprehensive description or definition of geographical features and processes using appropriate terminology.

Domain B. Geographical understanding

Level 4. The candidate should be able to:

- Identify simple distributions and patterns.
- Describe associations between two sets of information.
- Identify temporal changes.

Domain C. Map and graphic skills

A Level 4 candidate should be able to:

- Draw inferences about the human and physical landscape by interpretation of map evidence.
- Use information from several sources to interpret a landscape.
- Identify and describe trends in information from more complex graphs provided.
- Communicate geographical information using an appropriate selection of maps, graphs, diagrams or pictorial forms.

Domain D. Application of geography to economic, environmental, political and social issues

A Level 1 candidate should be able to:

- Identify an issue arising from the use of resources or space.
- Appreciate the different attitudes to the issue that groups or individuals may hold.
- Identify one of the problems arising from conflicting demands on resources and space.
- Select or suggest a feasible resolution of the issue.

Domain E. Geographical enquiry

Given general guidance on structuring enquiries and occasional tutoring when sought, the Level 4 candidate should be able to:

- Show initiative and imagination in selecting a topic suitable for enquiry.
- Make decisions about geographically appropriate sources of information, strategies for data collection, forms of analysis and cartographic and symbolic means of presenting findings.
- Develop and use a range of practical skills, techniques or equipment to collect and process data from primary and secondary sources.



Map evidence

Use of terms

Domains: subject areas. Each subject has been divided into at least two domains.

Levels 1 to 4: Level 1 corresponds to grade F, Level 2 corresponds to grade E, Level 3 corresponds to grade C/D, Level 4 corresponds to grade A/B.

The draft grade criteria define what candidates must be able to do to achieve each level or grade in every domain.

The criteria for French describe the levels of achievement as "areas of competence" and there are seven, not four. Aggregation: adding up the points scored in each domain to produce a final grade.

In most subjects, successful completion of one level or grade in a domain entitles the candidate to one point, which goes towards their total score.

HISTORY

Domains

1. Historical knowledge and understanding

Candidates must be able to recall and select historical knowledge and use historical skills and concepts to show that they understand aspects of the past.

Candidates will have to:

- Narrate or describe the issues or events they have studied.
- Use their knowledge to show that they understand a wide range of historical concepts eg. change and continuity, cause and consequence, and
- Show an ability to look at events and issues from the perspective of people in the past.

2. Historical enquiry

This domain carries less weight than the others, as the range of skills is less extensive and advanced than those demanded in Domains 1 and 2. Pupils must have the skills to gather and record historical evidence. They should be able to:

- Prepare relevant questions to gain information;
- Find evidence;
- Relate different types of evidence and record their findings.

3. Historical reasoning

Candidates must be able to use of full range of historical evidence and reach a conclusion about it.

Grading system

Grade	Aggregate score	Requirements
A	11 or 12	None
B	10	At least Level 3 in Domains 1 and 2
C	8 or 9	At least Level 2 in Domains 1 or 3; at least Level 3 in Domains 1 or 3
D	7	At least Level 2 in all domains
E	5 or 6	At least Level 2 in all domains
F	3 or 4	At least Level 2 in all domains
G	2	None

Continued opposite

Draft criteria for GCSE: the standards of oral and written communication

ENGLISH

Grading System

Domains

Oral Communication

This will carry the same weight as the other domains if the working party's recommendation is accepted. All candidates will have to reach a pass standard in oral communication to achieve an overall pass. The working party has suggested that this domain should be subdivided into:

- Content
- Organization and structure.
- Language features - the selection and appropriateness of the vocabulary and grammatical structures, with an equal emphasis on formal and informal registers.
- Social context - the way in which speakers and listeners respond to their audience and use skills such as intonation, pausing, intervention and other types of non-verbal skills.

Writing

Candidates must be able to develop a variety of styles in response to different situations. A "sense of audience" is vital.

Candidates must be able to write in the following contexts:

- Expressive writing and narrative in response to stimuli and experience.
- Argument and persuasion.
- Giving information.

Reading

Pupils must be given the chance to respond to whole books and to respond to a wide variety of texts, including:

- Texts which present an argument or intend to persuade.
- Texts which intend to inform and explain.

The grade criteria for reading cannot be assessed through traditional comprehension tests, warns the working party.

GCSE grade Restrictions

Aggregate	GCSE grade	Restrictions
2	G	The candidate must satisfy the F/G criteria in oral communication and in one other domain.
3	F	The candidate must satisfy the F/G criteria in oral communication and in at least one other domain.
4/5	E	The candidate must satisfy the F/G criteria on all domains.
6/7	D	The candidate must satisfy the F/G criteria on all domains.
8/9	C	The candidate must satisfy the F/G criteria on all domains.
10	B	No further restrictions.
11/12	A	No further restrictions.

The working party would welcome suggestions on the most appropriate method of obtaining an overall grade.

Examples

A. Oral communication

● Content

Grade A/B candidates can:

- Distinguish between power of expression and the force of the ideas expressed.
- Sustain a coherent amount of personal experience.
- In conversation, discussion or argument after preparation which may include the consideration of source materials.
- Select subject matter which is relevant to the task and adapt it as appropriate to the purpose and audience.
- Formulate a tenable conclusion and justify it.
- Compare points of view and weigh these against each other.
- Go beyond a stated point of view to explore its implications for the argument.
- Expose and challenge bias, unsupported opinion or hearsay evidence.



Expose and challenge bias

ported opinion or hearsay evidence. Give a balanced summary of the views expressed by the participants.

B. Writing

In expressive writing and narrative, Grade A/B candidates can:

- Give a coherent and perceptive account of both actual and imagined experience.
- Write imaginative narrative with convincing characterization, setting and plot.
- When asked to reflect or respond, explore feelings and reactions with insight and sensitivity.
- Describe a scene or character as the task requires.

Grade F/G candidates can:

- Give a coherent account of personal experience.
- Write imaginative narrative with a discernible plot.
- When asked to reflect or respond, give a direct statement of their personal feelings or reactions.
- Describe a scene or character as the task requires.
- Use of language.
- Grade A/B candidates can:
- Accurately use a wide vocabulary.
- Judiciously use a variety of sentence structures.

- Assist the speaker in pacing his delivery by non-verbal means - nods, frowns, etc.
- Recognize when the delivery contradicts what is said (e.g. as in irony).
- (6) In discussion or argument.
- Recognize the cooperative nature of group exploration of an issue, taking the lead where appropriate.
- Sense when to recapitulate in order to make progress.

Grade F/G candidates can:

- Exchange ideas on a one to one basis and in small groups.
- Speak audibly and clearly.
- Hold the attention of a peer group.
- When speaking.
- Concentrate upon the message being conveyed.
- Interpret non-verbal cues as a gloss on meaning.
- In discussion or argument.
- Ask questions in order to seek assistance.

C. Reading

In all their reading, Grade A/B candidates can:

- Recognize and comment on the thematic development of the text.
- Show an understanding of the relationship of what is written to what is meant.
- Identify, illustrate and comment upon significant features of the text.

F/G candidates can:

- Identify main ideas in the text.
- Identify a text as having an expressive, persuasive or expository intent.
- When their attention is drawn to specific features of a text, find words, phrases or sentences which exemplify those features.

In their reading of texts which present an argument or intend to persuade, A/B candidates can:

- Where appropriate, challenge an argument in a text.
- Evaluate the effectiveness of an argument.
- Recognize the significance of the sequencing and organization of the text e.g. reserving most telling point till the end.

F/G candidates can:

- Identify a point of view argued in the text.
- Distinguish fact from admitted opinion.
- List some of the points made in an argument.

Next week: French and maths

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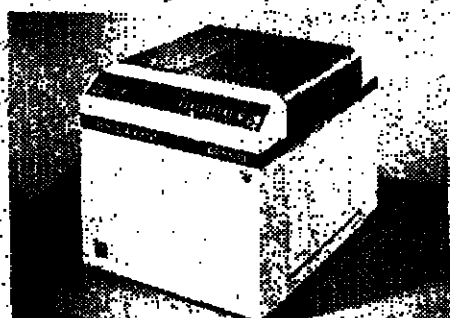
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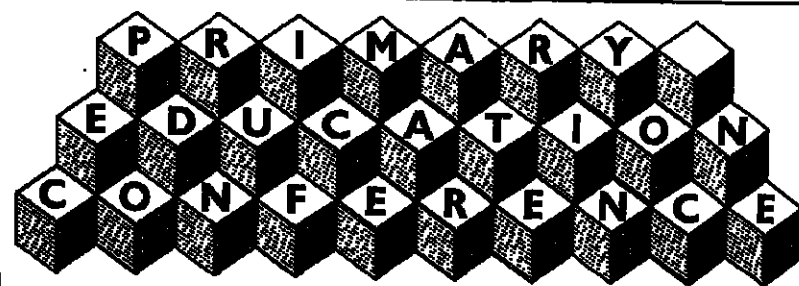
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Commitment, goodwill, a bit of anger . . .

Put 100 people connected with primary education into the same room, and it is nothing like a party political conference: no ranting, no composite motions, no speeches to the cameras rather than the audience. There was, however, a bit of passion here and there, a massive amount of commitment and goodwill, plenty of humour, but also underlying anger at the deal that primary education gets when national and local resources are thin.

In this context bombarding schools with lists of objectives, or glossily printed guidelines and exhortations from the DES or local authority, was seen by many participants as being about as effective as giving a CND badge to Michael Heseltine.

Yet the conference never really resolved the dilemma faced by a local authority with 400 to 500 primary schools, all under pressure to more and better science and technology, multi-cultural education, mathematics of the everyday world, health education or whatever else is thrust upon them by a rapidly-changing and insatiably demanding society.

Written messages like the one in the Primary Survey that only one class in ten, in the opinion of HMI, was enjoying a decent science programme, have led to improved practice in many, if not all, schools. But ILEA heads in

particular have such a massive print that Ken Young's feat of producing all of it from a spacious hold-all could not have been bettered by Paul Daniels.

Much of the discourse, inevitably, was about primary teachers themselves, undervalued, underpaid and under the weather. In the morning the dominant view was a soothing one: leave teachers to get on with it but give them increased resources. Attempts to "improve" teaching by government, local authorities or agencies of one kind or another were stigmatized as being based on the notion of "deficit".

This view was soon challenged by Barbara Tizard, questioning whether the mere giving of resources was enough, and by Beverly Anderson, skillfully reminding the conference of the vantage point of parents and members of the community, who often perceive teachers and heads as powerful people beyond their sphere of influence. It was a salutary contribution.

Another concern which surfaced on several occasions was the role of the scaled-post holder, raised by Ron Johnson in the very first session. Inevitably, it could not be resolved in a short discussion about many themes. With a new salaries structure around the corner, identifying the distinctive and vital contribution of those who, for whatever reason, will be paid something over the

"Priorities in Primary Education" was the title of a TES 75th anniversary conference for 100 invited heads and deputies, academics and parents in London last week. The message that came back was: "Forget the Government — listen to the teachers . . ."

odds must be given a high priority.

In comparison with the regional conferences during the so-called Great Debate in the late 1970s when many delegates read out their prepared statements, this conference was a resounding success. No one expected a miraculous solution to problems from a single day's conference, but people both talked intelligently and with the authority of in some cases, a professional lifetime in primary education, and listened.

Two important aspects received perhaps too little attention. Predictably, the problem of shortage of time, money, the likely introduction of teacher appraisal and the difficulties of running schools during prolonged industrial action were constantly in contributors' minds. This reduced both discussion about the actual nature of primary curriculum and blue skies dreaming about the future.

Alvin Toffler once said that all the education was a vision of the future and that failure to have such a vision was a betrayal of the nation's youth. Given that primary children will only be in their twenties at the dawn of the 21st century, planning for the future, despite the awfulness of the here and now, needs a high priority. But that could fill the programme of another conference.

Ted Wragg



Ted Wragg: no miraculous solutions but lots of constructive talk

Is anyone paying attention to the teacher?

An effective approach to teacher education should respect teachers' classroom experiences, their personal development, the language they use and their own drive to learn.

In a radical analysis of how teacher education should be redefined, Mary Jane Drummond drew a vision of schools and staffrooms where teaching and learning went hand in hand.

Ms Drummond, who was a primary teacher and head for 18 years and who is now a tutor in education for the 3-13s at the Cambridge Institute of Education, said educational policy should start "from where the teacher is". Public statements about the curriculum and in-service training should look at primary education from the teacher's point of view.

In fact, the plethora of documents from HMI, DES and local authorities degraded teachers and teaching and seemed to oppose directly the notion of teacher-centred learning.

In a stinging attack on the thinking and language of the authors of such documents, she said they depicted learning as "linear, predictable and unproblematic when it's not such thing — it's confused, untidy, painful and risky."

"On top of that they seem to me to degrade good practice by treating it as a thing, instantly recognizable by the cognoscenti (of a certain rank and above) instead of regarding it as a series of actions and incidents between live human beings in real schools with all the attendant messiness and hurly-burly of classroom life."

The documents, said Ms Drummond, did not constitute a serious attempt to educate teachers. "They are not teaching any more than a lesson plan is an accurate picture or even a convincing sketch map of what actually happens."

Far too often they were written in the language of a lesson plan, rather than in the language of ordinary teachers and were full of telling phrases such as "instructional objectives", "objective structures" and "explicit activity". She was thankful she knew no teachers who spoke like that.

They did not seem to recognize the sense of "relative failure" which every thinking teacher felt — "daily, inherent dissatisfaction with his or her work, the sense of falling short however hard you try."

Often these documents were called "consultative" documents but who had consulted whom?

They perpetuated the myth of teacher "perfectibility" and, worst of all, used a deficit model to describe practice and "mechanisms of praise and blame to control the human elements in the model".

For example, blame was heaped on the ineffectual teacher while the causes and reasons behind his or her appointment were neglected.

From her own background Ms Drummond knew that first-hand experiences were powerful agents in teachers' learning and yet they were constantly debased. When teachers arrived at in-service meetings they brought with them "what happened today".

Talking shop should be respected not ridiculed, and teachers' anecdotes about children and school life should be honoured. "Bring back the anecdote" was her watchword.

The Schools Council communication skills project, which had employed her for four years in Leeds, had made use of teacher-centred learning and the Open University was developing it. "But we could do with a lot more of it."

In fact, thousands of teachers had proved they could be efficient observers and researchers of their own practice. "We don't always need people with clipboards, stop watches and check lists to tell us what happened today. We don't always need the



Mary Jane Drummond: "Of course teachers are frightened of appraisal."

she believed "not too fancifully" that in-service training and teachers' learning and development should look something like the women's movement in the 1970s when many women met spontaneously in groups "to share

"We'd like people to stop telling us and start asking simple questions like: 'What do you want to learn?' 'How can I help?' 'What would you like me to do?' even 'Are you sitting comfortably'."

As a teacher in Sheffield she had become interested in self-help groups — "cheapie DIY events" whereby teachers met to share common difficulties. They worked "outside hierarchies", usually meeting in each other's schools without advisers or heads present.

She believed that any serious discussion about teacher learning should face the question of hierarchies in education. Even in South Yorkshire there were issues of "power and control". Who, for instance, wrote the programmes at teachers' centres or in school staffrooms? Who chose who was to be consulted?

When she became a head she was shocked to find how comfortable were the meetings and courses for heads, compared with those for teachers. There were china cups instead of plastic ones, and other material com-

forts. All this was part of teachers' learning, part of their total curriculum, "like the children's curriculum includes playground time and toilets."

Hierarchies, inflated programmes, curriculum directives of the "reform-everything-by-tomorrow-morning" variety, were all barriers to teachers' learning but the biggest barrier was an inescapable, but often overlooked, truism that "teachers are people".

Ms Drummond added: "Now is the time for professional development to take serious account of personal development . . . Recognizing that teachers are people means recognizing not just that they are underpaid but that they are tired, angry, lonely, (they need people to talk to and not necessarily the person who is in charge of promotion) and frightened."

"Of course, they're frightened of appraisal as it's being described in some corners — who wants to be judged? Or worse, judged and abandoned."

Sarah Bayliss

The power which goes to our heads . . .

Headteachers have a disproportionate amount of power and excessive responsibilities which they can be relieved to hand over to parents.

Beverly Anderson, a teacher for 16 years in East London and Oxfordshire and now a senior lecturer in education at Oxford Polytechnic, told the conference she had been shocked to discover how much power she had when she was first appointed to a headship.

"It seemed wrong that I was given so much power over other people's children and I began to give it away in large handfuls."

She recognized that one of the joys of being a head was the power it gave — "the power to ignore everyone else and get on in your own little kingdom."

Since Plowden teachers had begun to recognize that what happened inside children's homes was probably more significant than anything they did at school.

As a result, some teachers had brought parents into school — not simply as an extra resource, as fund raisers or an extra pair of hands — but as partners in a shared endeavour.

Teachers should be accountable to parents because parents must take ultimate responsibility for their children. Teachers should see themselves as the parents' "junior colleagues". But they had something unique to offer which was their training and commitment. They had a duty to train parents to use their new responsibilities in school sensibly.

Apart from moral considerations there were pragmatic reasons for giving power back to parents. Activities would develop such as parent-teacher events, which enshrined the new relationship.

Parent governors who understood



Beverly Anderson: teachers should see themselves as parents' "junior colleagues"

the workings of the school could prove to be a valuable "weapon" on the headteachers' side. She had heard some headteachers say they told their governors as little as possible but she believed this was a suicidal strategy. Practical problems such as lavatories that needed mending, could be fixed in a matter of hours if a governor who was also an elected councillor was prepared to tackle the local authority about it.

Racism and sexism were two ways in which local communities had begun to express themselves.

She was committed to a multicultural and multiracial Britain and believed it would be a more attractive, interesting and enjoyable place to live as a result.

The case of the Drummond middle school in Bradford was a clear example of the strains of local pressures. She thought that the head involved had expressed himself clumsily, crudely, carelessly and irresponsibly.

Every head should understand that he or she was answerable to the local community and that had to be weighed against the glory of self-expression.

But, the issues raised at Drummond were serious ones. "How are we going to get the majority to cope with a problem which is not their problem? Black people and brown people are a minority in this country, the majority can shrug their shoulders and turn their backs."

Sarah Bayliss

Drowning in a sea of curriculum documents

Heard the one about the 10-year-old who was given 2,300 lines for his maths homework? Mr Ken Young, head of Manorfield primary, Tower Hamlets, has. It was his son and he was not amused — more like homicidal.

That teacher's method of instilling multiplication tables into her pupils was to test them and fine them 100 lines for each mistake.

"There are two kinds of teachers: yourselves, your colleagues and all wonderful people, and those who teach your children," he told the conference. Like that maths teacher who "didn't believe in HMI reports such as Maths 5 to 16".

However, Mr Young didn't think much of them either. He regaled the audience with a stinging, if highly entertaining, attack on the plethora of HMI and DES reports.

Speaking on the theme, "Realities of the job", he called the HMI's Curriculum matters series the intellectual's worry beads.

Mr Young added: "It says the teacher should help children to develop lively and inquiring minds. When were you last in a nursery and found dull apathetic children waiting for the teacher to ask them a stimulating question?"

They come into schools with lively inquiring minds, but they don't leave with them. This document was one of an armful extracted by Mr Young from a large maroon bag, like a magician pulling rabbits out of a hat.

These, he said, had hit his desk in the past three years alone. "Open this book (brandishing the ILEA's Keeping the school under review) any page, any day and you think

Oh my God, I haven't done that! And you put it away and then feel guilty."

The writers of these various initiatives were naïve enough to believe that the message was encapsulated in their documents and could be separated from life.

Mr Young was equally scathing about the imposition of subject divisions in the curriculum by the educational hierarchy. To illustrate his point, he told his audience of a project carried out by his school in 1980 on a street nearby that was about to be demolished.

The children discovered how town planning worked, the history of the area from local newspapers and record offices, how to do a survey, what to do with the information, how to draw charts and graphs. They wrote poems, took pictures and wrote a play, and learnt a lot more besides.

"What was the point of maths or English 5-16 in all that? God created the universe; he separated light from darkness and he gave us water. Then he stopped. He said, 'A word about history and geography or maths or physics 5 to 16. He knew when he'd done a good job.'"

"Subjects can't be didactically decreed; they grow up from the ground, like children, not from universities and the DES."

He agreed that change was necessary, but teachers needed resources to be flexible enough, for example, to allow others to attend in-service courses. And they wanted proper dialogue with the DES and HMI.

"This can't be reduced to the act of one person depositing ideas on another — it is not like a bank — we deposit our ideas with you and you will 'show interest'."

The devastating question to ask inspectors, time and again, is: "What are the children actually going to do tomorrow?" It was the one question nobody could answer, he said.

Diane Spencer



Ken Young: like a magician pulling rabbits out of a hat

Why the foot-soldiers have become bogged down

A strong plea for action on the long-standing idea of employing curriculum leaders or consultant teachers in primary schools was made by Mr Ron Johnson, former chief adviser in Cheshire.

In the opening address to the conference, he said the idea was recommended in the Plowden Report and had been repeated in all major reports ever since. "I ask: 'For goodness sake, why don't we do it?' All we do is talk about it and the messages get crossed."

He saw it as the main hope for the next phase of professional development. Teachers now needed help in curriculum design, development and application — this was the fundamental weakness in the profession.

Tons of excellent material from the Schools Council had failed to be exploited because teachers did not have professional skills in this area. Mr Johnson favoured learning through in-service courses in a practical, not a theoretical, way. He had found no evidence of skills learnt on secondment in a college-based BEd or MEd course being fed back to schools.

He also wanted management and curriculum development skills learnt by scale post holders. Teachers, he had discovered in the course of his job, were good at and happy with managing things, but not people.

He suggested that a prerequisite for a deputy head's job should be someone who had already taken responsibility for part of the curriculum.

"Let's build it into the system. By the time they have reached head-teacher level, they will have acquired these curriculum management skills inside the school. This must be better than the present plan of sending a few heads on a Government-funded management course."

Mr Johnson was speaking on the theme: "Making sense of the messages". And he made no bones about how confused these had become over the years. "One set of messages has flooded primary teachers and another set, causing concern, has daily become more impossible for them to implement."

These official documents were meant to produce, via the practitioner, a substantial effect on the education delivered to children. "If not, all this signalling is the education industry talking to itself."

He had checked with teachers on in-service courses and conferences around the country to see how familiar they were with a relatively small collection of recent key documents, freely available and widely distributed. "It seems that what I've been talking

common problems in a community of trust and support and to learn to talk to each other and listen to each other in a new way."

She went on: "Our tasks as teachers are to get better at listening to each other, to get better at trusting and supporting each other and to persuade other people to listen to us too."



Ron Johnson: staff need help with curriculum design, development and application

as smiles of recognition and awareness have been no more than compassionate understanding of my naivety that I should think they would recognize them, let alone want's inside them."

He feared that teachers had switched off. Liking them to an army, he found it sad that whatever the campaign, it could not be a success without the commitment, capabilities, determination and courage of well-trained soldiers.

"It is my belief that teachers are no longer confident and in good heart. Most of the blame can be placed on the kind of messages they've got in recent years."

Primary teachers had been told to improve quality, match not mismatch, produce statements of intent, remedy the difficulties of children with special needs, stretch the bright pupils, exploit the Cockcroft Report, set attainment targets, get to grips with science, watch

out for micro-electronics . . . Then they might remember the National Primary Survey of nearly 10 years ago which warned that primary teachers were attempting too much.

Mr Johnson noted in passing that the DES was set up in 1964 as the Department of Education and Science. "Twenty years later the department discovers there isn't any science and deftly transfers the blame to schools."

As the conference was part of the 75th anniversary celebrations of The TES he said he would like to match it by celebrating the efforts and achievements of teachers and children over that period.

Considering the training they had received up to the mid-1950s teachers had managed to cope with pressures of curriculum innovation, new materials, new ways of organizing classrooms and schools and new teaching methods.

He thought gains had been made in progress planning, flexibility, versatility, creating different atmospheres and environments. "In a quarter of a century, there has been some remarkable developments with little or no help from local education authorities. By and large teachers were on their own."

Diane Spencer

PRIMARY

From "remedial rabbits" to inspirational teachers, from paint-mixing to designing an "entitlement curriculum", the discussion at the conference covered an enormous range of primary concerns.

But most often it came back to the teachers - their professional and personal development, and their beleaguered feeling that nobody out there understood what they were trying to do.

Hardly a good word was heard for all HMI's and the local authorities' efforts to define and develop the primary curriculum. Instead, people followed Mary Jane Drummond's lead and argued that, if only the teachers were given time and resources, curriculum development could safely be left in their hands.

"Top-down" curriculum development, based on a "deficit model" - looking for things that were wrong - was at best irrelevant to the improvement of primary practice, and at worst positively damaging.

Myra Barrs, an English adviser who regularly runs in-service courses in North America, said that the recent spate of curriculum documents ignored the "native strength" of the peculiarly British style of teacher-generated curriculum development that greatly impressed visitors from other countries.

"The more the managerial model - guidelines-led, and based on organizational and structured development - is pushed at schools, the less time teachers will feel able to give to informal development", she warned. Several people agreed with Iris Walkinshaw, head of Rushmore infant school in Hackney, London, that the essence of curriculum development in primaries was giving teachers time to do it. Without time, she said, curriculum development was "like a fibrillating heart - there is furious activity but nothing is happening."

But there were dissenting voices. Barbara Tizard, director of the Thomas Coram Foundation, said that more effective primary education would need more than self-help groups, praise and resources for teachers.

"We've been hearing a lot about the way teachers feel about themselves and their relations with the community, and that's understandable", she said. "But does this mean that issues about what we should be teaching, and what is effective teaching, are not seen as problematic, or priorities?"

Professor Tizard suggested that the way both to give teachers more time for professional and personal development, and to tackle questions about what should be taught and how, was to make in-service training a priority. In Italy, she said, some teachers had 30 days of in-service training written into their contracts. "Should we be pressing for that kind of obligation in a teacher's contract here?", she asked.

Michael Armstrong, head of Harwell primary school in Oxfordshire, sensed a "curious kind of smugness" at the conference.

"There's a tendency to dismiss all the reports from the inspectors as damaging, rubbishy, and exactly what we don't want to happen. I agree with that - but right or wrong, the immediate future of education is going to depend on these reports."

The reports were wrong because they saw education as something that "leads in a linear sequence to a pre-ordained end." They viewed the curriculum as "a given structure, which teachers merely have to put into effective action."

He had a very different vision of the curriculum as something that grew out of accidents, and allowed children to follow "byways and eccentric paths". Children might end with something that could be predicted in advance - but they would have reached it in ways that respected their nature.

"It's very difficult to describe, but unless some of us take on the task, the argument will be hopelessly lost", he said.

The imminent prospect of formal schemes for teacher appraisal was seen as another top-down pressure, likely to undermine the work of good primary teachers.

But Ian Sandbrook, head of Rosendale School in London, pointed out that appraisal could be productive, giving teachers a chance to state their views and define what they needed to do a better job.

Marian Davids, from the Cambridge Institute, said that appraisal which started with teachers' views and ques-



Most teachers seemed to feel that nobody 'out there' understood what they were trying to do.

'Top-down' policies the wrong way up

by Virginia Makins



tions was one thing - appraisal based on a blueprint of what teachers and schools should be like was another.

"Self-evolved appraisal can work well in some schools - other kinds can be pernicious", she said.

The dilemmas of local authorities, trying to respond to worries and pressures from politicians and the public, were set out by the two education officers in the audience.

John Tomlinson, lately Cheshire's CBE and now professor at Warwick University, said that one urgent job for L.E.A.s was "damage limitation".

One tactic was to produce professionally respectable curriculum documents to set out and clarify the arguments. "It's not sensible to denigrate the documents - there's much more for teachers' interested in curriculum development to get their teeth into than there was 10 years ago", he said.

He believed that one of the most useful ideas was that of an "entitlement curriculum" - a definition of what children needed to become

functioning adults. Both John Tomlinson and John Bower, Humberdale's director of education, talked of the pressures on education officers from politicians and public who did not understand what was happening in classrooms.

Mr Bower floated the idea, popular among some politicians of the Right, of giving the governing bodies of schools direct control of resources as a way of involving them more closely in the work of schools.

John Bower suggested that head-teachers were the great untapped resource in primary education - and that local authorities were to blame for not developing their leadership skills.

Others argued that enthusiasm and inspiration mattered as much as curriculum expertise and managerial skill.

Roy Storrs, senior primary adviser for West Sussex, judged that the key formative experience of most people at

the conference had been working alongside inspirational teachers and advisers.

He said that the school which probationary teachers started in could make or break their development as teachers.

"Many teachers have never themselves learned in the way we would like children to learn", said Mr Storrs. "How many primary teachers have had the chance to learn how to mix paint, and use a brush, in the way children learn in a good infant school?" he asked.

Inevitably, teacher training came in for its share of criticism. Maira Mackenzie from the H.E.A. Centre for Language in Primary Education described it as "poor and useless".

"If they're lucky, teachers had a school with educational talk in the classroom, and leadership from the head. If not, they revert to the way they think they were taught," she said.

Teacher trainers, both initial and in-service, were criticized for also taking the "top-down" approach - as David Winkley, head of Grove junior school in Handsworth, Birmingham put it, the "handout model, which 'undervalues practice either explicitly or implicitly'".

Another head suggested that, instead of conventional in-service courses, local authorities should second more teachers to work in their own schools on curriculum development.

There was little argument about Beverly Anderson's call to involve parents, and the community, in the work of primaries. But several speakers said that teachers needed a bit more help and support if they were to do it productively.

One speaker accused teachers and educationists of ignoring the dramatic results of bringing parents into the teaching of reading. Research showed inner city children could perform as well or better than middle-class ones, when their parents were directly involved.

But others said that when children existed to help teachers involve parents in reading, they were overwhelmed with applicants.

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SCHOOL TO WORK

Archer 'entirely wrong' about young jobless

The mysterious "Youth Opportunities Board" scheme cited by Conservative deputy chairman Mr Jeffrey Archer to back his charge that many of the young unemployed have themselves to blame is the Wellingborough Training Unit, a Northamptonshire YTS project run by Wellingborough Council.

Mr Archer made a lightning tour of the centre, on the edge of an industrial estate, last Thursday, three days before the controversial radio interview in which he claimed that large numbers of young people were unwilling to work or to take training opportunities.

He challenged his interviewer to explain why in Wellingborough, "a middle-class city with 60 places, they can only fill 32".

This week the Croydale centre's general manager, Mr Anthony Roué, said that Mr Archer had misunderstood the facts and drawn entirely wrong conclusions about the attitude of local youngsters. The centre had only 30 approved places, having been cut back by the Manpower Services Commission at the beginning of this year.

"The area has a surplus of Mode B places because many youngsters do not see this kind of training, however good it may be, as relevant to getting a job. They want jobs, or as a next best, they make for the Mode A schemes run by employers," he said.

Mr Archer does not understand young people if he thinks they want to sit around doing nothing.

The area's YTS schemes have an average occupancy of around 70 per cent, generally regarded as the right operating margin to cover changes in demand and the movement of youngsters in and out of schemes. One scheme run by GEC-Reliance, the engineering company, has filled every one of its 66 places.

Mr Roué's view is backed by Mr Neville Morris, the county's principal careers officer, who says there is no

evidence that any significant number of youngsters prefer unemployment.

Of this September's 1,084 leavers, 339 are in jobs and 494 in the YTS, leaving 117 still looking for work or a suitable YTS place. By last February, all but 65 of 1984's leavers were in jobs or at work and most of those left were moving between YTS schemes or had been in jobs for a time.

Employers around the country have about 45,000 jobs which they cannot immediately find people to take, according to MSC estimates. But most of them are not suitable for school-leavers.

An MSC survey in March showed there were 19,000 posts notified to Jobcentres which had been vacant for two months or more. The Commission's experience over the years indicates that there are likely to be twice as many more which employers do not bother to notify the employment service about.

Some 4,000 of the 19,000 were still unfilled, not because of lack of suitable applicants, but because they are with organizations like the Civil Service which have lengthy selection and recruitment procedures. Another 5,000 of the vacant posts required specific skills which are in short supply, and highly unlikely to be possessed by teenagers. And the majority of the remaining jobs notified involved unusual working hours, travel difficulties, or hazards of some kind, like collecting money payments in inner city areas where there was a risk of being attacked and robbed.

Half of the vacancies were in London and the south-east, 1,900 in Scotland, 1,400 in the West Midlands and the same number in the south-west. There were 800 vacancies in Wales, the same number in Yorkshire and Humberside, and 700 each in the Northern and East Anglian regions.

Half the 5,000 jobs requiring the shortage skills were also in London and the south-east.

New YTS may cost 2,000 jobs

Two thousand staff in Youth Training Scheme projects run by the voluntary agencies and local authorities will have to be made redundant if the projects are to avoid heavy losses in the new two-year version of the scheme, according to an analysis published this week.

The calculation has been made by Youthaid, the youth unemployment research and pressure group, which alleges that the voluntary agencies did not understand the full implications of a deal they have made with the Manpower Services Commission for the transitional funding of the schemes they run.

Youthaid claims that it has obtained MSC calculations not available to the voluntary sector, negotiators of which the projects will have to reduce their staffing if they are to get by on the MSC grants. The calculations also assume that the projects will be earning money towards their keep by renting out their premises to employers for part of the time.

The transitional funding deal was hurriedly negotiated last month after CBI and TUC members of the Youth Training Board rejected the MSC's original plan to offer the projects only the standard YTS grant plus an inadequate monthly premium. The MSC agreed to pay an extra £480 per trainee for the first year of the scheme with a review towards the end of the year.

Youthaid says that the MSC admits that this deal is based on the assumption that next year's cost per trainee will be the same as this year's because

of higher occupancy in the projects. But because the MSC is targeting for a smaller total number of trainees in this type of scheme, to obtain the expected increased productivity implies fewer staff - a cut of 18 per cent in the present staff of 11,000 says Youthaid.

Even so, it claims, the MSC officials assume a shortfall per trainee of £33 next year rising to £128 by 1988-89, which they expect the projects to meet by renting out their second year trainees to employers at nearly £6 a week for 43 weeks.

Mr Paul Lewis, Youthaid's director, said that although the voluntary sector now runs the majority of the kind of YTS projects concerned, there are still a large number run by local authorities, including some at colleges, and that they will face the same choices between cutting staff or running at a substantial loss.

Neither the MSC nor the voluntary sector representatives are challenging Mr Lewis's calculations, but they insist that both sides fully understood the position.

Mr Tony White, of the National Council of Voluntary Organizations, told THE TES: "It has been clear since details of the new scheme were announced in July that Mode B providers (those running projects at present fully funded by the MSC) would have to find some way of subsidizing their operations, cut their staff costs, or close down. The negotiations were purely about how much the MSC was prepared to offer to help bridge the gap for a transitional period."

Training board snubs Government

The biggest of the surviving Industrial Training Boards has delivered a snub to the Government and the Manpower Services Commission over the new two-year version of the Youth Training Scheme. It is refusing to offer trainees certificates of competence on the basis of their YTS training alone.

The Construction Training Board this week announced that it was ready to spend £14 million of its own levy money to subsidize two-year training for up to 18,000 school-leavers. But it says that many of them will have to undergo up to two-and-a-half years of further learning before they can be certified as fully trained.

The board, which has already publicly ridiculed both the MSC's plan for all trainees to have the "competences" gained in the YTS certified and the Commission's hope that they can leave with a recognized qualification, says that it will work its certificates to ensure that they do not suggest the holders are fully trained.

This week's announcement made it clear that the board intends to run the scheme very much in its own way, as it already does its existing one-year YTS. It believes that the majority of the youngsters will be taken on as employees after the first year, and intends to treat the YTS simply as the first part of their traditional training.

The board is warning the MSC that it does not want interference from the inspectorate which the commission is setting up to keep a close watch on the



The Construction Training Board intends to run the YTS its own way

quality of YTS training.

It will tell the MSC that the inspectorate, to be called the training standards advisory service, "should not duplicate the board's responsibilities, take up a large amount of time of the board's training staff, or cause a lot of paperwork".

It is also questioning the minimum

period of 20 weeks' off-the-job studies laid down by the MSC as a compromise between the education interests and the unions who think it is too short, and the employers who think it costs too much.

The board may ask the MSC to agree to a shorter period for youngsters on the less skilled courses, or to limit such youngsters to a year of training at 17, or even to drop such training courses altogether.

The board is in a powerful position in its negotiations with the MSC. It is by far the biggest of the YTS managing agents, and has already proved that it can provide and administer effectively up to 20,000 YTS places.

For the two-year scheme all the MSC will need to do is to hand over around £70m to the board, who will then take on the job of paying trainee allowances and training costs.

A further attraction for the Government as much as for the commission is the likelihood that entrants will be taken on as ordinary employees by their second year of YTS training; this would be a significant step towards establishing the YTS as part of the normal training for all young workers.

Less popular with ministers who want to see lower levels of youth wages will be the industry's decision to pay such trainees the full age rate for the job, between £40 and £50 a week.

Edited by Mark Jackson

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The uphill climb from independence: *TES* writers on the struggles and challenges facing neighbouring countries in southern Africa.

Brave new world falters in the face of harsh reality

ZIMBABWE

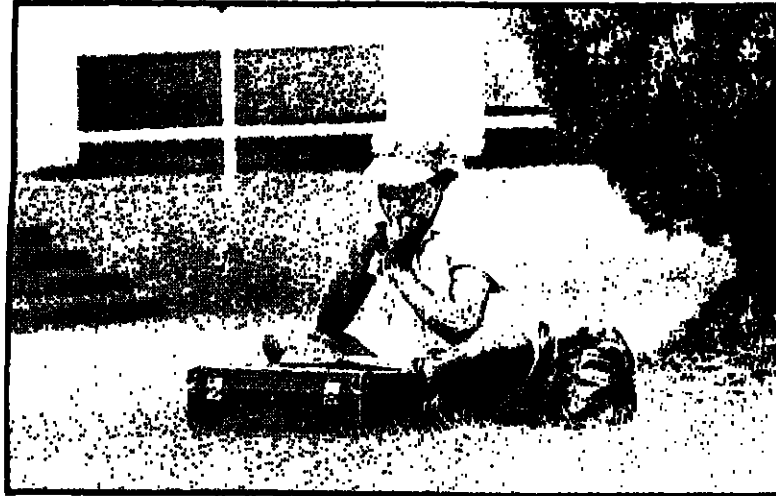
Patricia Rowan in Harare reports on why secondary schooling for all cannot be maintained

under trees or on rocks studying textbooks in their spare time, there is no doubt that his words are not more politician's rhetoric.

But the commitment to instant expansion has proved demanding, expensive and full of boobytraps. There were only 230 secondary schools at independence, for 66,215 children; now there are 1,215 secondaries with 497,766 children in them. The education budget has grown in the same period from \$2104m to \$2560m (\$243m) a year - 20 per cent of the entire budget and the largest share of any department.

With an influx on that scale, free secondary schooling remains a pipe-dream for the future and in any case, education, like so much else in Zimbabwe, flourishes on the nation's own special blend of socialism and self-help. School fees at a flat rate of \$275 (\$25) must be paid for every secondary school child, and it is obligatory to contribute another \$215 (\$7) for books and stationery, as well as bricks or a roof for a new school on demand.

The paramount reason for the sudden switch in policy on access to secondary schools seems to have been the great O level disaster of 1984.



Secondary education for all in Zimbabwe has proved demanding, expensive and full of boobytraps.

When the 68,000 pupils in the first post-election cohort sat their Cambridge local, only one third had obtained more than three credits, and just over 20 per cent, five or more.

Since pre-independence pass rates for the white elite and a tiny minority of clever black children had been 60 per cent, the comparison was regarded as catastrophic. The Minister had to go on TV to apologize and, since English is the language of learning and examination, an English language survey was commissioned from Harare's highly regarded British Council team to find out what went wrong. Few under-

stood that, since the exam is only designed to cater for the top 20 per cent of the ability range, the results were miraculously good, especially considering that they had been taken by the entire age group for the first time, and in remarkably inadequate conditions. The British Council report is likely to confirm that verdict when it is presented next week, but that will not make it any more politically expedient to admit.

With results from this coming November's exams unlikely to be much different, it seems that the Minister of Education was anxious to

get in first with public statements that would force the government's hand on action.

The week before his bombshell secondary selection, Dr Mutumbuka had started to soften up public opinion by lashing out against "the preoccupation of parents and the country at large with certification... We should be more concerned with the quality of a child's education which is in accordance with the potential of a child... a child may fail O levels and yet turn out to be a very good artisan."

In succeeding weekend speeches, the Prime Minister first denied, and then confirmed the reintroduction of selection, together with a strong hint that the Ministry of Education should get its act together: "I urge the Ministry to speed up the completion of its exercise so that the nation may derive greater benefit from the massive investment in education."

Dr Mutumbuka, who visited England a year ago and found himself one with Sir Keith Joseph on the need to prepare students for the world of work, is keen to provide a more relevant and practical diet. The dilemma lies in the public attachment to the O level standard; a reluctance to recreate the old vocational school which were stamped inferior, and the lack of trained teachers or money in technical equipment. Another complication is that technical and vocational training is the remit of the Ministry of Labour and Manpower Planning. Coordination is almost non-existent and there is no Lord Young with a pot of gold.

Mutumbuka's answer is to reshape the O level exam itself into levels with a more practical aspect, and his curriculum development unit is working on the localizations and syllabuses with the support of the Cambridge Local Board. But even at the pace of Zimbabwe's change, those cannot be ready for two or three years. Meanwhile, the path to Zimbabwe's chosen scientific socialism may have to be via selection.



Gracia Machel: Educational progress in a malevolent climate.

Samora Machel, but is clearly competent and energetic in her own right. In addition to her education portfolio she is a leading light in the country's active Organization of Mozambican Women. Before independence she was the deputy director of the Prelimo School, in Tanzania.

In England last week she met a number of government ministers, including Sir Keith Joseph, the Education Secretary, who hosted a private dinner for her.

Observers of the meetings said she was both charmed and impressed with her

warmth, ability and commitment. She is fluent in Portuguese, French and English, and although her language is laced with revolutionary jargon, her attitude speaks more of hard-headed realism.

In fact her very presence in England (on route from accompanying her husband on a formal visit to Washington, to the UNESCO general conference in Bulgaria this week) was part of the curious but ardent courtship now taking place between Marxist Mozam-

biqués and the West. The British Council is equally interested in curbing Soviet bloc influence and extending its own influence in this increasingly turbulent region.

Educational aid to Mozambique is so far come mainly from Cuba and East Germany. This could be jeopardized following Mrs Machel's visit. Her main purpose, she declared, was to take a general look at the United Kingdom's education system but with a particular interest in teacher training and English language teaching.

Portuguese is the national language of Mozambique. "But we have to be interested in English because of belief in southern Africa where both culturally and in terms of basic structures, the British have influenced education. Also English is one of the languages most spoken in the world. Our students need to be able to read technical books and to understand them."

Educational broadcasting, which is now being introduced into Mozambique, was also high on her programme. She visited the BBC, and spent time discussing the Open University.

"We started a system of in-service teacher training where we brought teachers in from some distance to attend two-week courses. But this was very expensive for us. The travel was expensive, and it was also expensive to have teachers living together for that time. So now we are introducing some distance learning for primary teachers, using the radio, with tapes and tutors to go with it."

Last year Britain's aid programme to Mozambique totalled \$1.2m, but only a fraction of that money went to only a fraction of that money went to education and training. For the past two years there has been an English language adviser at the Institute of Languages in Maputo. Some Mozambique students are sent to learn English at the University of Harare in neighbouring Zimbabwe, and about 100 students are sponsored to study in the country. All these forms of help could be extended in the wake of Mrs Machel's visit.

Meanwhile the struggle to build a decent education system for all remains central to Mozambique's development plans. Despite escalating defence bills, education's share of the country's pitifully small budget has stayed steady at about 25 per cent.

Whatever else is to be remedied, the court did not say it was left to the then Office of Education to produce

Government turns back on bilingual programme

UNITED STATES

Bill Norris reports on a major policy shift in language teaching

Bilingual education in the United States is under threat. The programme to teach non-English-speaking children in their own languages - long a bone of contention among American teachers - has been harshly attacked by Mr William Bennett, the Education Secretary.

Speaking in New York last week, Mr Bennett claimed that after \$1.7 billion (£1.2 billion) of Federal money had been spent on the scheme, there was no evidence that it had achieved its purpose. Instead of helping foreign-speaking children to learn English, he claimed, it was being used to teach them their own native language and culture.

"Pride in one's heritage is natural and commendable," he said, "but the responsibility of the Federal Government must be to help ensure that local schools succeed in teaching non-English speaking students English, so that every American enjoys access to the opportunities of American society."

The Education Secretary wants to give local school districts more control over bilingual education programmes, and to place more emphasis on the teaching of English. Minority groups see this as a codeword for Federal abandonment. According to the Puerto Rican - Latino Education Roundtable, a New York-based coalition of nine Hispanic advocacy groups, "the Secretary's call for local flexibility represents a bald attempt to undermine the hard-fought gains of our community over the last 15 years."

"Generally, when the Department of Education uses words like 'flexibility'," said Joan Anzalone of the National Association of Latino Elected and Appointed Officials, "they are a guise for attempts to gut the programme."

Mr Bennett's strictures have been welcomed by the American Federation of Teachers, and condemned by the National Education Association, pointing up the deep divisions aroused by this topic. When one looks at the scope of the problem, it is easy to see why.

The children of Alexandria, Virginia, come from 55 countries and speak 40 different languages. The teachers there have it easy: down the road in Fairfax County the number of different tongues is 75. And if the stated policy of the Federal Government were followed (which it is not) each of those pupils would have to receive instruction in his or her own native language.

Alexandria and Fairfax, whose problem is compounded by the fact that their proximity to Washington DC has attracted a large diplomatic population, represent the *reductio ad absurdum* of the policy of bilingual education. Since they could not begin to find the necessary teachers, they have not even attempted to implement it. But across the country, bilingual instruction is a day-to-day reality, and although it has now been practised for ten years, it still arouses intense controversy.

The saga began in San Francisco in 1970, when a long-haired young lawyer decided to fight the case of a Chinese child who was being taught in English but understood only Cantonese. He contended that it was a violation of the Civil Rights Act, which prohibits discrimination by racial or national origin in any programme receiving Federal financial help. The case went all the way to the Supreme Court, and in January 1974, the justices decided he was right. "There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum," wrote Justice William O'Douglas, "for students who do not understand English are effectively foreclosed from any meaningful education."

Just how this was to be remedied, the court did not say. It was left to the then Office of Education to produce

guidelines to implement the court's decision, and the bureaucrats decided that bilingual education was the answer.

They were opening a can of worms. With the exception of racial segregation, no issue has so divided the classrooms of America. On the one hand were those who agreed that a child should learn to read and write in his own language so that he would not fall behind in school while mastering English. On the other were those who thought that immigrants should sink or swim as they always had and that

language. But this only brings protests from English-speaking parents, who claim that their children are being held back because so much of the instruction is given in a language they cannot understand.

By an odd quirk, while the bilingual programmes are tying themselves in knots in a bid to achieve the impossible, there is another movement afoot in the United States to teach foreign languages - including those of many immigrants - by the immersion method. Based on a Canadian system which has been teaching French to



Minority groups see new moves on bilingual teaching as threat to hard-fought gains.

native English-speakers would be held back.

Ten years on, the same arguments still rage, while half a million children are enrolled in bilingual classes, \$500 million (£360 million) a year is devoted to teaching them, and the success or failure of the scheme remains unclear.

Part of the problem lies in the sheer diversity of recent immigration to the United States. Had the children come from traditional Spain, Italian, German or even Polish backgrounds, the teaching profession might have been able to cope reasonably well. But where do you find people to teach in Tigrinya, a language of Ethiopia? Or Khmer? Or Hmong? In California, which has the highest numbers of immigrants from Cambodia and Laos, where the last two languages are spoken, there is not a single teacher who can speak them. And a further complication is the 200 native languages spoken by the Americans who were here before anyone else; the Indian nations. Many of these like Navaho, Crow, or the Alaskan Yupik, have never been written down.

In some states, teachers are being asked to pledge that they will learn dual-language teaching methods and study in their spare time to become fluent in a second language. The results vary widely from school to school. The story is told of a newly-trained teacher in Texas, supposedly proficient in Spanish, who began her address to a parents' meeting: "¡dones y caballos!" and wondered at her mixed reception. "Ladies and horses" is not the most tactful way to greet a Spanish audience.

Then there is the problem of ethnic and linguistic segregation, causing complaints in states which confine the classes to those who speak a foreign language. To avoid this, some, like California, insist that there should be at least one third of native English speakers in each class, so that the children will not feel segregated and will have peers to help them learn the

English-speaking children for nearly 20 years, this is now recognised as by far the most effective way for children to learn. In the classroom, the teacher speaks nothing but the foreign language, while the children can respond in English if they wish.

In San Francisco, where bilingualism has begun, there are now immersion classes in Spanish and Cantonese, and the authorities are thinking of adding Mandarin. There are German immersion classes in Milwaukee and Cincinnati, French in Maryland, and Spanish all over the place.

The irony, of course, is that the immersion classes are doing basically the same thing as was done in English for immigrant children before the 1974 Supreme Court ruling. The point has not escaped the supporters of bilingual teaching. Even Wallace Lambert, the social psychologist and language expert who developed the first French immersion programmes in Quebec, is opposed to the use of the system for minority children. He thinks it not only wrong but dangerous to eliminate from school the language in which a child began to think and conceive ideas.

Nonsense, say his opponents: the children use their native language all the time, in the playground, the canteen, and at home. And the argument on the other side is persuasive: if an English-speaking child can become fluent in Spanish by use of the immersion technique, why cannot the same be true in reverse?

And so the argument rages on. At its heart, it is not really about education at all, but about the whole American attitude to those who speak foreign languages. It is an odd prejudice in such a polyglot nation, but a very real one. Immersion, or bilingualism? There is no doubt which policy would be more convenient to the teaching profession, but which will be of greatest benefit to the kids? That is a question to which ten years of debate and experimentation have so far failed to find the answer.

OVERSEAS

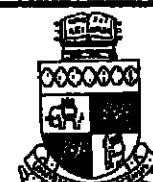
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LETTERS

Late in realizing the importance of early schooling

Sir - Sarah Bayliss's report on the Marianne Parry Conference (TES, September 27) brought back to me vividly my interview for a place at a teacher training college in the late 1960s.

The interview panel consisted of two academics and one practising teacher. I was a highly qualified, mature applicant and felt rather taken aback when the proceedings opened with a request for me to read a passage of prose aloud. What, I wondered, were they looking for - an ability to read, expressive reading, clear enunciation?

My hickles went totally out of control when, some way through the interview, the head of the history department said: "Don't you feel rather over-qualified for infant teaching? Surely a secondary training would suit you better?"

My response was immediate and not entirely diplomatic. "Surely it is at infant level that the best qualified are needed? The early years are the critical years in education..." To my relief the practising teacher turned out to be the head of a large infant school and when my tirade (for such it became) was finished she actually applauded the outburst with: "Well done my dear. You are absolutely right."

I was offered a place and taught at infant level for a number of years, but this same attitude towards infant teachers and children was apparent in many of the educators I met during that time. I was horrified to hear a colleague, who taught juniors, produce this gem during a staff meeting: "Surely it doesn't matter so much if the reception class is large? After all, they only play down there."

I have since trained as an educational psychologist and the past few years have been spent in endeavouring to right the wrongs done to children who were failed educationally during the early years of schooling. Failed by the kindly motherly souls who kept them happy but missed innumerable teaching opportunities, failed by the headteachers (often I'm afraid male) who deployed their staff mistakenly. Failed by the teacher trainers whose methods of student selection often seem to leave much to be desired.

Thank heaven for the Marianne Parrys of the education world.

BETH JONES
Cwm Clyd Uchaf
Llanfawr Pwll
Builth Wells
Powys

Research funding

Sir - The article "Research in a downward spiral" (TES, September 27) ignores recent changes in the direction and content of educational research. These changes have to be understood before examining current funding. They are spelled out in *Educational Research: Principles, Policies and Practices*, recently published by Falmer Press.

The educational researchers contributing to that book describe the shift from expensive surveys to small-scale case studies and ethnography. That shift raises an important question about the opportunity costs of research not considered in the article.

If you have £1 million for research funding, is it more promising to pay 25 research teams £40,000 each, or 1,000 teachers £1,000 each? That, not the absolute level of funding, is the fundamental question.

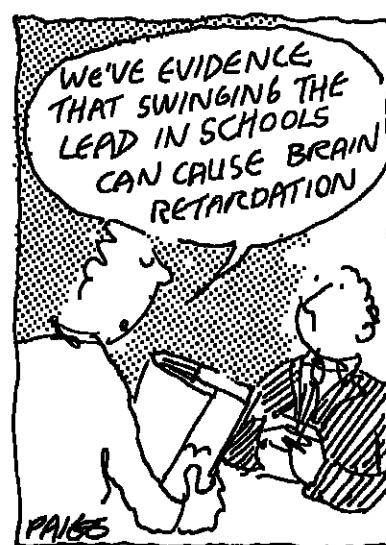
The answer is unlikely to bring comfort to the university-based professors consulted for the article. But it might point the way to a more informed and enterprising education service.

MARTIN SHIPMAN
Roehampton Institute of Higher Education
Roehampton Lane
London SW15

Appraisal anxiety

Sir - Margaret Calcott-James believes that an "assessment board" of four people will allay teachers' anxieties about assessment (Letters, September 27). My experience of talking with teachers who have taken part in appraisal schemes leads me to believe that such an approach is precisely what they do fear.

If teacher appraisal is going to be of any real value it is vital that it should be



Tertiary success

Sir - Many A level teachers will recognize the two groups of students which John Clarke's research identifies (Talkback, September 20): those who perform best in a learning environment which emphasizes academic excellence and a school ethos, and those who, preferring a less restricted learning environment, vote with their feet to study for A levels in colleges of further education.

To conclude from this, however, that the tertiary system "does not fully satisfy the needs of either group" is to misunderstand the whole rationale behind tertiary colleges.

His dismissal of the movement towards tertiary systems as one of financial expediency ignores the educational arguments for combining the best of the schools and FE systems. The A level results of tertiary colleges, which in 1984 outstripped those of other types of establishment, are hardly consistent with the claim that a lack of choice at 16 is harming students' A level prospects.

In fact, both tertiary and sixth-form colleges (and I have spent 12 years teaching in both), in occupying the middle ground between the school/FE extremes, are well-placed to be able to combine an emphasis on academic excellence with a less restrictive, less school-like learning environment. Rather than the straight choice between the traditional school and FE environments which Mr Clarke appears to favour, I would suggest that today's A level students both prefer and need the flexibility of approach, responsive to the needs of different types of learner, which the sixth-form and tertiary colleges can offer.

PETER WALSER
18 Lightfoot Avenue
Scarborough
North Yorkshire

linked closely with professional development and in-service training. This means that the interview (or "dialogue" as I prefer to call it) is just one element of a continuing process which involves considerable sensitivity.

In my view, nothing could be more disastrous than the "blunt instrument" approach which is suggested by talk of such creations as "assessment boards". I do not believe that teachers are afraid of appraisal. They recognize that in the

past judgements were often made in secret, and that such judgements could be unfair and idiosyncratic. What teachers do fear, however, is unsatisfactory appraisal which has not had the chance to develop organically, taking account of the distinctive nature of schools and the highly complex tasks teachers perform.

CHRISTOPHER K METCALFE
Boston Spa comprehensive school
Leeds

Computer profiles

Sir - I refer to the article "Microcomputers take over pupil profiling" (TES, September 13) and the letter from I D Sheen published on September 27. The evident confusion over this matter is causing some distress and I would like to put the record straight.

The original article was open to misunderstanding in the following ways:

□ Mr Ceri Morgan, along with other interested parties throughout South Wales, has assisted with my company's development of a system for producing profiles using a microcomputer and it could be said he was in charge of our scheme.

□ The system as developed by Cardiff Micro Computers allows for over 200 attributes to be included in any assessment of a pupil, these attributes being selected at any level - school, area, county or nationally. The system that will ultimately be offered for consideration will provide for these attributes to be entered by the user.

The points made by I D Sheen were quite correct but bear expansion.

The consortium of schools in the Eastern Valley, Gwent, have developed a system for using a micro to produce profiles; as have many other working parties throughout the UK. I understand that the original computer programs that the Gwent Consortium used were developed as described, but the Cardiff Micro Computers system bears no resemblance to the Gwent Consortium system except the add product - the profile.

Cardiff Micro Computers have no involvement in the Gwent Consortium scheme, but will be submitting their written proposals to all interested parties for consideration.

Cardiff Micro Computers' involvement with pupil profiling came as a direct result of the Department of Education and Science News (June 4, 1985) which indicated a potential market for the considerable information technology experience that this company has. Other reference documents publicly available on this subject include the TES press notice 2089 regarding Education Support Grants and the DES/Wales Office document *Records of Achievement: A statement of policy*.

It is encouraging that, following the article, Cardiff Micro Computers have had numerous enquiries (representing over 200 schools examining boards and assessment centres) expressing interest in an alternative solution to the production of profiles.

Cardiff Micro Computers unreservedly apologize for any misunderstanding resulting from our activity and trust that with the publication of this letter this confusion will be ended.

NIGEL RICHARDS
Director
Cardiff Micro Computers
46 Charles Street
Cardiff

Edwardian views

Sir - Thank you for 75 years of *The TES*.

I was particularly intrigued by the leader on the back page, so full of the Edwardian attitudes exposed by Lord Briggs on page 2 of the anniversary supplement - "the teacher faces the class and the class faces the teacher".

The leader writer grieved before male heads of private sector schools who exploited the master/slave relationship - "the regal touch" - and Sorry! Oh silly me! I've got hold of the wrong bit - I gather Paul Johnson is still with us. The actual leader of September 6, 1910 is far more up-to-date.

Worn fabric

Sir - Paul Johnson (TES, September 27) agrees with Sir Keith Joseph that good school buildings do not matter much. Although good teachers are undoubtedly more important than the buildings they work in, the fact remains that some kind of minimum standard needs to be maintained.

Why should our children be taught in schools with leaking roofs? Why should they be taught in unsanitary and unhygienic lavatories?

Mr Johnson, like Sir Keith Joseph, is ignoring a real and growing problem, which in the long term could undermine not only educational standards but the health of our children.

16-19 planning

Sir - It is difficult to do anything other than applaud the call for a coherent plan for the education, training and employment of the 16 to 19s made in your editorial (TES, September 13). Very few will wish to dispute your claim that such a formula is 25 years overdue but few may be aware that such plans have already been proposed.

In July 1981 the education and training committee of the Institute of Personnel Management produced a Youth Employment and Skills Training scheme (YEAST for short) and Mr John Bishop of Blinder Hamlyn, Management Consultants, in 1983 proposed an "Earn and Learn" plan.

In August 1983 I prepared a discussion document with the somewhat off-putting title of "An alternative approach to the employment, education and training of the 16 to 19-year-olds". By a quite remarkable coincidence these three, independently produced, plans were all based upon the same fundamental concept which envisages that all 16 to 19-year-olds should have the opportunity to combine part-time employment with part-time education. The fundamental consequence being that since each employer would then be able to recruit two part-time youngsters to fill every single full-time vacancy then the number of "jobs" would be doubled.

The "Alternative approach" document was prompted by the popularity and success of the "50-50" courses and therefore envisaged that youngsters would be employed for two-and-a-half days per week and would be available for education or training for the remaining two-and-a-half days. It was described in an article in *The TES* last year.

The "Alternative approach" document and the 50-50 courses upon which it is based, have attracted the attention of the Enterprise Unit of the Cabinet Office, the House of Commons Select Committee on Employment, the Confederation of British Industry, the Equal Opportunities Commission and New Ways to Work and I like to hope that the similarities between the three schemes are more a case of "great minds thinking alike" than "fools falling to differ".

What is urgently required now is action. Here again I must agree with your editorial in that it will probably be the MSC that acts as the catalyst.

E R WHITLEY (Dr)
Director of Development
Grimby College of Technology

Poor acoustics?

Sir - In your report of the ECHO conference (TES, September 27) I am quoted as saying of the members of the so-called "Plowden" Committee that "some of them knew absolutely nothing about education". If I said these words I hope that I may be forgiven; what I wrote in my notes to say was "some of them knew nothing about early education".

LADY FLOWDEN
Martlets Manor
Dunmow
Essex

School closures

Sir - I read with interest your article by Clive Foster on "Death of a School" (TES, August 30).

First let me say how moving it was. We in Canada suffer also from school closures. For example, my school, where I've taught for the past 10 years, has had a drop from 257 pupils in 1976 to 52 in 1985.

I transferred to another school because of talk of closure, and by the sheer sweat of a few parents the school was saved for another year. The attack

on service training was a priority. Resources were plentiful and children eager to learn in an attractive, happy atmosphere. Parental attitudes reflected the respect awarded teachers by the society as a whole.

I would really like to know how this Government ever hopes to provide an adequate education for children when it obviously undervalues its key administrators.

MAGGIE FRY
Hamilton Villas
Hamlet Road
London SE19

Oil, not Houghton, fuelled inflation

Sir - Sir Keith Joseph's open letter (TES, September 27) invites comment, some of it extending beyond the boundaries of the current dispute. In particular, in blaming inflation on Houghton and other pay awards, Sir Keith risks putting the cart before the horse.

Rapid inflation has recently been a phenomenon common to most advanced industrial economies. The graph of inflation, in most economies, has moved remarkably parallel with the graph of oil prices.

The credit for the reduction in the rate of inflation since 1979 should not go to Sir Keith and his colleagues, but to the much-maligned President Carter for his energy conservation measures, to the American public for their

enthusiastic response to them, and to those, in this country and elsewhere, who have increased the world supply of oil.

If we cease to blame the teachers for the activities of OPEC or of American motorists, we may find it easier to consider their case on its merits.

It may then become apparent, as it should have been since the "winter of discontent", that a policy of pay restraint which applies only to the public sector is outside the limits of the politically acceptable.

PROFESSOR CONRAD RUSSELL
Department of History
University College London
Gower Street
London WC1

Changed minds

Sir - Interviewer: "Mr Keynes, why do you keep changing your mind?" Keynes: "What do you do when you realize you are wrong?"

I was pleased to see that Sir Keith Joseph has taken heed of Keynes's advice and changed his mind on the causes of inflation.

Does he really accept the Keynesian hypothesis that inflation is caused by excessive wage settlements? And if so, should he tell his cabinet colleagues?

It might be that the Government's attempt to control the money supply over the past six years has been inappropriate.

Incidentally, Sir Keith could be wrong on teachers' pay.

STEPHEN JAMES
Felden Place
Feniscowles
Blackburn

Take the lead

Sir - Teachers could gain proper financial status tomorrow if they used their chief attribute - intellectual leadership.

The public now recognizes that simple cost of living and parity awards devalue wages, and are probably not worth the aggro, when the cost of the battle is totted up.

So let the teachers take the lead by presenting their own restructuring plan (which many privately allow must come anyway).

Let their plan actually set out to increase productivity. Can they honestly afford not to use educational facilities for a third of every year? Perhaps higher utilization might allow smaller classes. Let their proposals embrace flexibility as professional

goal. Let them put forward their own professional appraisal schemes. Honestly, why not weed out the chronically inefficient? After all, the worst 10 per cent costs the profession £100 million, which could be better invested every year.

How could such open-minded leadership lead to regain public respect for teachers? How could any government refuse to invest extra resources in such a winner?

And what a superb example to the classroom!

DAVID L K BROWNE
(Parent governor)
Gore Meadow
Ashford Road
Barnstaple
Maidstone
Kent

Studied refusal

Sir - In reply to the open letter from Sir Keith Joseph - on the contrary, we have studied the offer in detail.

It is precisely because we do understand its implications for teachers' pay

and conditions of service that we are not prepared to accept it.

A BROWN (and six other members of staff)
Settle Middle School
Settle
North Yorkshire

Exam mock(ery)

Sir - I have just read the article "Silent failures" by Clive Collins (TES, September 27). How silly I have been all these years to worry about what assessment grades to give pupils whom I have known and taught for five years, when I could just have strolled around the classroom during, say, the mock CSE examination, glanced at their answers and knocked out a Grade 4 or 5.

Silly, too, to have tried to train my pupils in public examination procedures and techniques, to get them to leave their bags and books elsewhere and not to call or shout out.

It was a waste of my time, too, I suppose, to try to make them realize that exams are not the be-all and end-all of life; that when they leave school they will not be required to write answers - or questions - in French, but it will be their listening and speaking skills that matter, their willingness to "have a go" at communicating and trying to understand.

How stupid I have been! No wonder I am feeling profoundly depressed and dispirited in my job. I have been



American energy conservation 'has helped to lower inflation world-wide.'

Market forces

Sir - How delighted I was to read (TES, September 27) that Mr Bob Dunn is to make "Schools subject to market forces".

I take it that he means, when recruiting staff, price will be determined by demand and supply without interference. The stuff of day-dreams for an interviewer, like myself, of mathematicians, physicists and computer personnel.

The going rate, according to my researches, for a high quality graduate nearing 30 is between £17,300 and £22,500. Teachers would happily accept properly equipped teaching rooms and technician support in lieu of the usual perquisites offered with such salaries.

Of course, the market price buys professional work. None of this tuppenny-happy tinkering with structure. Four weeks' holiday and 8.30am until

Well understood

Sir - "Do the teachers understand?" asks Sir Keith Joseph.

This teacher understands only too well!

Sir Keith is grossly dishonest in stating that Houghton helped to unleash 20 per cent inflation. Teachers have never been leaders in the pay spiral. On the contrary, their below average cost-of-living increases have been a lowering influence on the national average earnings figure.

This correspondent, an honours mathematics graduate and head of department in a state school - has been at the top of Scale 4 throughout the period in question, viz 1974-85. Due to the constant erosion of his salary - now a third in real terms compared with Houghton - he has suffered an accumulated shortfall over this period in excess of £20,000.

If Sir Keith cannot understand these facts, then perhaps some TES statisticians can confirm them for him.

G L SCOTT
"Path Head"
Fox Hill
Haywards Heath
West Sussex

In decline

Sir - I am speaking as the wife of a teacher who is finding it increasingly difficult to support a family on an ever-declining income. One can hardly pick up a newspaper or turn on the news these days without seeing evidence that the teachers have a very strong case for their 1985 pay claim. Recently I saw that average earnings up until July have increased by 8.8 per cent. This week I have also read that an "average family buying a three-bedroom semi on a 68 per cent mortgage with matching commitments now needs an income of £13,067 just to keep going" (Reward Regional Survey, July 1985).

When my husband decided to enter the teaching profession, he never expected to be well off, but he did expect to be able to maintain a reasonable standard of living. Now, over 12 years and four children later, stuck at the top of his scale, and with our income in real terms declining every year, we view the future with alarm.

Twelve years ago, certainly never expected to be in a situation whereby half our children's clothes came from jumble sales or hand-me-downs. We have had no proper holiday (camping in France) in the past six years. In spite of careful budgeting, outings are becoming a thing of the past.

I would advise any prospective new entrant to the profession to think very carefully about what their family commitments might be, say, 10 years in the future, and to think about the sort of lifestyle they expect for their families. Surely teachers' families and teachers' children, have as much right to a reasonable standard of living as the "anonymous masses" whose income apparently increases by 8 or 9 per cent each year without fail.

The nation's future depends on our children's welfare and our children's education, both of which appear to have a very low priority under present governmental policies. I wonder what the next 12 years have in store?

D MURRAY
Wentworth Avenue
Wellingborough
Northants

Merits of PR

Sir - "No taxation without misrepresentation" surely ought to be the rallying slogan for those reforming local government. Living in Lambeth, one is acutely conscious of the benefits that proportional representation would bring to polarized councils.

It is worth noting, too, that some of the so-called objections to PR (the need for clear results, etc) apply at all to local government, which is structured for rule by representative committees and which in many parts of the country is already enjoying the greater representativeness of "balance".

If the Government wishes to reform the rates because local government is unrepresentative, it should legislate for electoral reform. If Labour wishes to use authorities to confront central government it should welcome a change that will end the artificial majorities and "rotten boroughs" and oblige all parties to try to get over half the votes.

ALAN LEAMAN
10 Gresham Court
Woodside Grove
London SW16

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TALKBACK

Safe as houses

LYNN JONES

Recently, on holiday in Melbourne, I noticed several houses in my parents' suburb with a small orange sign outside bearing the words "Safe House". These colourful three inch square symbols show the homes in the area that are safe houses to which any child in any sort of difficulty can go.

The symbol is also on a large sign, in the local school grounds, which states that "This School is in a Safe House Zone". The idea is that responsible adults, perhaps the parents of school children, known to and vetted by teachers, the parent teachers associations, and perhaps the local police, health visitors, etc. agree to assist any child who comes to their door.

Children are made aware of the symbol in schools and at home, and are told that assistance is available in any home, school, doctor's surgery or chemist displaying the "Safe House" symbol. Children know they can go to a "Safe House" if they are hurt, frightened, lost or if they feel threatened by a stranger.

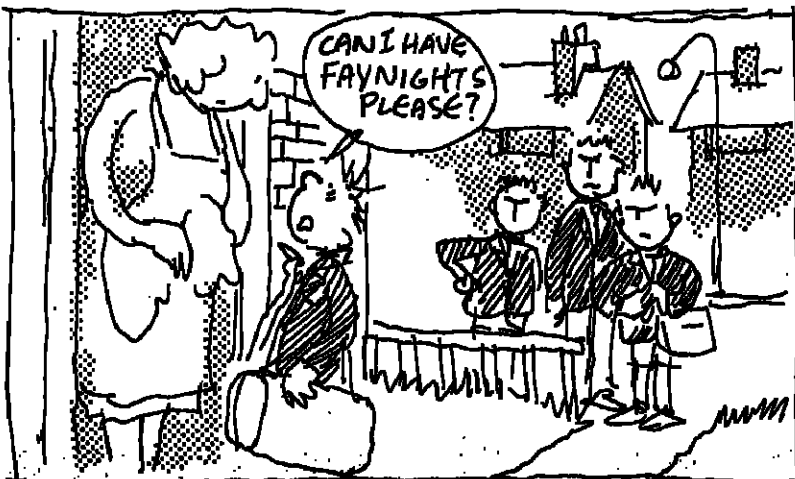
Having a symbol outside a home

does not mean the participating adult must stay home at all times, because hopefully there will be more than one "Safe House" in each road or block of flats. If, however, a responsible vetted adult is likely to be at home most afternoons after school, perhaps with their own children, then these homes would be ideal, especially if the participating adult is seen at the school occasionally. The "Safe House" participant would be supplied with a list of contact people and phone numbers, to cover any emergency.

I would be willing, with assistance, to start a similar nationwide scheme. Nationwide because of the benefits to have one "universal" easily recognized logo. I have written to the school in Melbourne, which is participating in the scheme, to establish exactly how their scheme works, and to ask for suggestions. If a similar scheme were to be set up in the UK perhaps it could be linked in with the Safety Education programme being run in schools and in conjunction with the Neighbourhood Watch Policy Scheme.

I am a working mother with 10-month old baby boy, and I would like to know that as he grows up, should he ever need to, he would have a "Safe House" to go to.

I look forward to hearing from anyone, individual or organization, who would be interested in taking part in such a scheme. Please write to me c/o 8 St Peters Close, London SW17 7UH.



INSET energy crisis

ALAN CHILD

After three years of part-time research I can now add to my qualifications the degree of Bachelor of Philosophy.

There can't be a teacher in the country who has undertaken part-time studies (without secondment or leave of absence) who hasn't contemplated the folly of embarking upon such a course: sooner or later there comes an energy crisis - how do I fulfil the conflicting demands of my teaching and my in-service training?

The crisis passes. Nearer the end of it all, the effort seems worthwhile. Something new has been learned and absorbed. In the very best of cases a fresh source of motivation is found and a desire to deploy new skills or ideas in the classroom surges forth. But this too passes.

My abiding thought is not of what I discovered, nor of pride in the achievement, but a feeling of intense injustice. Why did I pursue my research, which has relevance to classroom practice and to the teaching of English in



particular, when all along I knew that this enhancement of my qualifications and skills as a teacher would be gained at considerable personal cost?

Tuition fees, examination fees, travelling expenses, typing and book-binding costs totalled £464. Of this, my local authority refunds £307. I am sure that it has been more generous than most but I am equally sure that there can't be another profession in which this personal financial shortfall would

be acceptable.

Small wonder then that I laugh scurrilously at the Secretary of State's urgings towards a better trained, more skilled teaching force. Understandably, as deputy head with special responsibility for staff development and in-service training in my school, I convey cynicism and not conviction.

Alan Child is deputy head at Billings High School, Blackburn, Lancashire.

Death penalties

JOHN ATTFIELD

Once upon a time there were two teachers, a man and a woman. One day the woman died suddenly, aged 36, leaving three children and a husband. Similarly, the man died aged 36, leaving three children and a wife.

Both had paid superannuation contributions for 15 years. The man's wife received a lump sum gratuity, four months' short-term full salary pension, followed by a pension based on his contributions. This was automatic. He

had to do nothing. The contributions had been deducted at source.

The woman also had her contributions, for the same time deducted at source. Unfortunately she did not read the booklet PEN 199 carefully enough. "Teacher female... dependent relation... must be nominated nomination must be accepted." No nomination by her had been received by the DES (and if it had been, it might not have been accepted). Her husband received a lump sum gratuity, four months' short-term full salary pension and then... nothing.

Who is benefiting from this scheme if the intended recipients are not the dependants of those who make the contributions? More and more female teachers are entering the profession and contributing to the Superannuation Scheme.

All sorts of explanations might be attempted: women live longer and retire earlier. But this has nothing to do with death at 36 and no pension.

If you are female, a teacher, and have not nominated a dependent relation, then write to the DES, Darlington, giving your DES number, date of birth and asking for form PEN 802. And when you have done it, fight to get a change. Why should women's families be penalised because their mother/wife was a woman? Or don't you care about us?

A member of my own staff said recently and only now have we checked our position in relation to the DES run Teachers' Superannuation Scheme.

John Attfield is head of St Peter's Junior School, New Malden, Surrey.

Equality of esteem

CATHERINE THORNE

A dramatic change of emphasis is needed to improve the quality of education in Britain: that is, the recognition of the primary teacher as the most important person in the whole service.

Peter Cullingham in Talkback (TES September 13) touched on the subject of underfunding junior schools compared with colleges. He could also have mentioned the inequality of salaries, time-tabling and that elusive attraction - esteem.

Lip-service is frequently paid to the importance of the foundations of learning laid down in the early years of schooling, yet the whole system remains unfairly weighted, with progressively more resources available as children get older.

Why? It is surely because of the unspoken, possibly unconscious, opinion of only too many administrators, advisers, lecturers, parents and even some secondary school teachers, that primary teaching is simple and can be done by almost anyone who takes the trouble to organise himself properly.

Everyone seems to know what we should do, and indeed how to do it, yet the only adviser I have actually seen teach a whole class was a PE specialist. Even she failed to recognize the constraints of timetabling that regular teachers have to observe: the next class waiting at the hall door for 20 minutes would have been irritable indeed at a "real" school.

I have seen countless examples of work produced by advisers working with small groups of children. It is clear that a small group of children is the unit that all teachers should work with and that sufficient resources should always be available to make this possible.

On the question of manpower, parents should not be fooled into believing that another teacher overseeing the painting corner is an educational advance. There are children at the

most receptive and formative stage of their lives, when excellent, indifferent or poor learning habits are being developed. They deserve the best professional expertise every brief moment at school. Let the voluntary workers be welcomed into administration offices to type up the "reports" that advisers are allocated time to do, that is a far less professional task than genuine classroom education.

We are overwhelmed by papers of all colours defining the skills the young children should develop, but we are not overwhelmed by the resources to do what is asked of us. Catalogues are brimming with superb books and equipment, yet schools have to make the yearly choices between updating the maths scheme (involving half price and including 20p and £1 copies), buying some new books for the library or resourcing some other aspect of the ever-expanding curriculum.

Thus, three main points emerge: 1 The great opportunity offered by falling rolls to cut class sizes dramatically is being wasted; 2 There is never enough of anything to do a proper job; and 3 Most important of all, the vital role played by the primary school teacher should be genuinely acknowledged. Stop treating us like rather than "managed." Realize that it is better than anyone else that we put out all the stops to provide it. The improvement in the standard of all further education would amaze everyone.

Catherine Thorne is a primary school teacher in Nottingham.

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FEATURES

Voting with their fists

Rising truancy and disaffection are signs that British schools could soon experience open rebellion in the classroom, Ken Reid warns

There are worrying signs that school absenteeism is increasing and its nature changing. Despite all the concern expressed when national statistics on school attendance rates first hit the headlines in the late sixties and early seventies, at least as many pupils miss school now as did before the introduction of comprehensive schooling for the majority of pupils. Taken overall, one in ten secondary pupils fail to attend school daily and the rate is far worse in some regions.

Truants used to be regarded as isolated cases from unfavourable, deprived home backgrounds. Recent evidence however, shows that group truancy is becoming more common. Rather than staying at home or whiling away time in monotonous inactivity, some absentees deliberately plan to "mitch" in groups. They then participate in organized, often deviant, activities which pose an increasing threat to society.

Research shows that truancy remains one of the best predictors of subsequent adult and juvenile crime, matrimonial disharmony, frequent job changes, absenteeism from work and later psychiatric disorders. There seems little doubt that the rise in group truancy is related to the increase in juvenile crime especially shoplifting and vandalism. Police experiments with anti-truancy patrols in both the United States and Britain regularly produce substantial decreases in juvenile crime.

The tendency for truants to form menacing groups in major conurbations and unemployment blackspots is of particular concern. When groups of disaffected youngsters, like truants, come together they seem to give one another increased confidence and to act in a more brazen manner and it is probable that truants have played their part in inner-city and inter-racial conflict, drug trafficking and vandalism.

Although there is little research which shows a

direct causal relationship between truancy and vandalism, there can be few doubts that the two are closely linked. It is surely no coincidence, for example, that the parts of South Wales which have non-attendance rates two, three and four times above the national average, also have excessively high rates of delinquency, vandalism, certain adult crimes and absenteeism from work. In fact, in parts of South Wales, two out of every five secondary pupils are missing school daily and absenteeism is even higher in the fourth and fifth years.

Fortunately, the situation in British schools is not yet as bad as in New York or Chicago where extortion, bullying, attacks on teachers and pupils, and vandalism of school and teachers' property have all reached epidemic proportions. But there are signs that, if nothing is done, British adolescents may follow suit by rebelling more openly.

Schools in Britain are beginning to lose their credibility among a large section of lower and middle ability pupils. Disaffection is rife among teachers as well as their pupils fuelled by the fact that the teaching profession is constantly under attack from all sides.

Secondary education is reeling under the effects of cut-backs, falling rolls, curricular change and reorganization. Teachers are finding it harder to motivate disillusioned youngsters who, with the decline of unskilled employment opportunities, face a hard struggle throughout their lives.

For far too many youngsters, school is no

longer seen as relevant. The secondary curriculum for lower ability pupils is totally disorganized and unstructured. Inside schools, teachers encounter far too many situations for which they are unprepared or ill-equipped to cope and teaching lower ability pupils is increasingly no more than containment. Though many teachers do their best, they have far too many cards stacked against them - large classes, too few resources and hectic schedules.

The teaching profession is not the only victim of low morale; adolescents too are losing their 'youthful optimism'. Hope is replaced by fear, worry, envy, bitterness and a sense of despair. It is in such circumstances that highly charged groups will take their own form of collective action. And as there are increasing numbers of dissatisfied and unemployed youngsters, the prognosis is far from encouraging.

Unless present trends can be reversed, society will inevitably feel the backlash. The riots already experienced in some parts of Britain are likely to increase and it may not be too long before large numbers of dissatisfied youngsters riot in school.

Research indicates significant differences between schools in their rates of attendance, even within the same or similar regions. Absentees, too, tend to blame their teachers and aspects of their schooling for their non-attendance. Although their social backgrounds make some pupils more "at risk" than others teachers and schools carry more responsibility for what happens than has hitherto been realized. Their influence, their teaching, can change pupils' actions for the better or for the worse.

Instead of staying away in ones or twos, truants now tend to form large menacing groups which can quickly get caught up in inner-city conflicts.

It is for these reasons that the re-assessment of teacher education which is at present under way should take cognizance of teachers' needs in schools. Teachers require more and better initial and in-service training on such key educational issues as preventing, combating and understanding disaffected conduct like truancy and disruptive behaviour. Too often, teachers are expected to learn these "on the job".

Once in schools, they find that the constant pressure prevents them from spending sufficient time with some of their most needy pupils. Without even realizing it, many teachers are inadvertently creating the very circumstances which lead some pupils to start rebelling against school or missing it altogether.

To give teachers and local education authorities a realistic chance of combating truancy and absenteeism, the Department of Education and Science must provide some kind of positive discrimination for local education authorities in those parts of Britain with disproportionately high rates of social and educational problems; not a one-off scheme but a concerted financial effort over 10 or 15 years. Only then will local education authorities have the finance to retrain their teachers, modernize their buildings, adequately resource their schools, reduce class sizes and introduce effective early detection and remedial systems which will make all pupils want to attend school regularly. Until that happens, and young people in deprived regions feel that they matter, more pupils may vote with their feet and stay away, or with their fists if forced to attend.

Ken Reid is a reader in education at West Glamorgan Institute of Higher Education. His book, *Truancy and School Absenteeism*, has just been published by Hodder and Stoughton, price £4.95.



Reading and rioting

Peter Davison unearths an embarrassing discrepancy

competence (something which, as an external, has been an increasing cause of worry to me over the years), but I found it so interesting, and, seemingly, so valuable, that I made a particular point of discussing it with the internal staff. It pointed very clearly to a need that should (and could) be met: that of West Indian boys. The staff was not disposed to discuss the study. It had been given a good mark by the internal staff but it was quickly pointed out to me that it was undergraduate work, hardly to be equated with full-scale, professionally-supervised research (all quite correct). Nevertheless, the experience of a serving

teacher, a competent student, and someone committed to improving the lot of those he taught seemed to me to count for something.

I pressed the need for such work to be taken further but received, perhaps erroneously, the firm impression that the whole thing was rather embarrassing. The matter was too sensitive to be brought into the open light of day. I was disturbed enough to jot down in my diary the figures I have quoted and details of their source, and went on about the other examining then engaging my attention.

As I have said, this is not my field. Maybe

extensive work has been done; maybe what that student found has been proved incorrect; maybe what was reported was correct and remedial action has been taken in schools. My hunch is that what was found was, by and large, correct and that too little has been done to right matters because of sensitivity to facing up to an embarrassing discrepancy - to fears of being called racist if one seeks to remedy such a disadvantage.

I now join the speculators. There are many, many people who can read, and read well, who are out of work, and we have all heard stories of those who have made fortunes despite being illiterate, but the hard fact is that an inability to read (and probably also, going with that, weakness in writing and arithmetic) are not aids to getting a job. Further, such inadequacies do not promote normal self-confidence. Lack of work, coupled with such inadequacies, throws such people in among themselves and, whatever their racial origins, puts them at the mercy of those who exposed only to what one hears, and what such ill-equipped people will hear is likely to be rumour and conjecture unmodified by the relatively dispassionate type of report.

Dr Davison teaches English at the universities of Oxford and London.

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Handsworth holidays

MAXWELL ADAMS AND ROY BLAND

The recent riots in the Handsworth area of Birmingham have once again reminded us all of the deteriorating conditions in our inner cities and the desperate plight of the unemployed young. Education authorities in more privileged areas of the UK can and should make a contribution to alleviating the stresses on young people in the inner cities, and perhaps help to halt the slide to the two-week nightmarish.

In Cornwall there are 33 secondary and 257 primary schools. Most of the schools, buildings and grounds, are unused for six weeks in the summer holidays and could be used as holiday camps for young people from inner city areas. The schools, with their cooking, sanitary and sports facilities, would make excellent holiday centres. If this idea was taken up by other counties with similar environments to Cornwall, many hundreds of young people

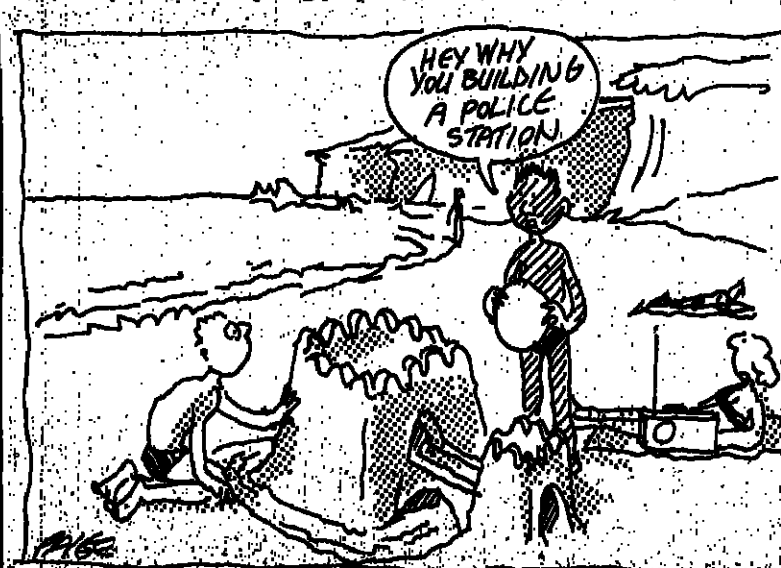
would be given the chance of a holiday. The schools would be made available free or at cost. The funds for the holidays would come from the education and social service authorities of the young people's home towns and from interested charities. The prospect of a holiday would be a powerful incentive to the young people themselves to raise money.

Although the host county would be involved in some administrative work, the bulk of the organizing would be done by the holidaying young people and their youth clubs, schools, and welfare departments.

There are, of course, some minor problems with our plan. Some maintenance work goes on in the summer. But, given the total number of schools, it should be possible to make some schools available for at least part of the summer holidays.

The host communities would gain from the links we hope would be forged. The benefits to the deprived young people of our inner cities would be immense. We can do something to help them by offering them the experience of another, happier world.

Maxwell Adams is deputy head of English and Roy Bland head of special Education, at St Ives Comprehensive School, Cornwall.



BOOKS

Catalogues of despair

By Jessica Saraga

The re-issues from Bristol Classical Press should be compulsory reading for intending teachers.

head-teachers, managers, and above all for the what-about-all-these-short-hours-and-long-holidays brigade, who believe teaching is a part-time job anyone could do in their spare time. And for the Secretary of State, too. There are catalogues of disillusion and despair here to shock the most hardened teacher-knocks into sympathy and support; chronicles of school as living hell – and not just classrooms, but staffrooms, for teachers can be just as bad as pupils at welcoming new girls and boys. Yet through it all glimmers the determined core of idealism and the commitment and occasional delight which over the years keeps on turning young teachers into old ones.

The First Year of Teaching (by Charles Hanman, Pat Smyth and Norman Stephenson, BCP, £4.95, 0 86292 15819) is compiled from teachers' own accounts of their progress from teaching practice to the end of probation. In all kinds of schools the single biggest problem was discipline, and almost without exception the new teachers were criticized for their noisy classrooms and their attempts to solve the problem by understanding rather than repression, but offered very little helpful advice. If they actually could "sit the troublemakers by themselves in the front" they wouldn't have been having a discipline problem. After school they went home and worried, spent long hours preparing strategies for next day, wondered if they could face it, and in the morning sometimes discovered they couldn't.

That was all 10 years ago. These days there must be schools where induction is better managed. Most survived even then, and are probably still teaching, like Nicholas Oty is. He was training back in 1966, and based Learner Teacher (BCP, £4.25, 0 86292 160 0) on the diary of his training probation years. It's sharply observed and full of a slightly desperate wit. Finding himself in his probationary year in a school where his values simply didn't seem to fit, he learned to keep quiet in the staff room to avoid the humiliation of the rank-and-file against him. His colleagues looked askance at him as one "having trouble", patronisingly assumed he'd grown out of his idealism, or aggressively sneered at what they called his "free

expression" methods. But his classes turned in wonderful writing.

One difficulty young teachers run up against is disapproval by older staff of informal relationships with pupils. One teacher was criticized for visiting a child's house to speak to his parents, another for joining in his class's swimming session; Nicholas Oty blushed at a "Hi, Mr Oty" in the corridor, knowing other teachers would think it too familiar. But the easy rapport between teenagers and young adults was exploited in the "Hillview project", described in Young Teachers and Reluctant Learners (By Charles Hanman, Pat Smyth and Norman Stephenson, BCP, £4.25, 0 86292 159 7) to help trainees cope with "difficult" pupils. They spent an afternoon a week with them informally, in or out of school, trying to counter the alienating authoritarian attitudes and class barriers inherent in the school system. It must have been a useful experience, though hardly likely to have gone down well in some of those staffrooms of the Seventies.

J W Patrick Creber is concerned about children who are disadvantaged linguistically (Last for Words BCP, £4.50, 0 86292 161 9), a disadvantage which often goes with other, social and economic ones. It can operate every day of a child's school life, since language is so crucial to children's understanding of what's required of them, and it's perpetuated every time a teacher fails to realize that poor language development has prevented communication. Last for Words argues for more awareness of the problem, which it amply demonstrates, and for more steps to train teachers how to confront it.

The last Bristol book, Learning from the South: What, Why and How? (edited by Teane Mebrahtu BCP, £6.95, 0 86292 162 7) is not a re-issue but a collection of papers presented at the University of Bristol Centre for Overseas Studies Conference held in January last year. It's argued that the arrogance of the developed North mustn't prevent it realizing that the

underdeveloped South has much to teach too, notably in crafts and medicine, agriculture and philosophy, lessons about simplicity of living, and life with limited resources.

There are lessons to be learned and shared between Northern countries themselves, too. The European Community has an education information network (EURDYCE), and positive action policies on equality of opportunity, education for migrant workers and for disabled children, the pooling of resources.

The Aesthetic in Education (edited by Malcolm Ross, Pergamon, £12.00, 0 31843 6) is a collection on education in the arts, currently under threat from the utilitarian conception of education. The papers seem rather disparate in theme, but there are some useful ones, such as Louis Arnold Reid's on the concept of "aesthetic joy" which can be experienced anywhere in the curriculum by achieving an understanding of structures and meanings; and Janet Wolff's analysis of sexual and class politics in artistic endeavour.

Another collection, The Experience of Learning (edited by Ference Martin, Dal Housell and Noel Entwistle, Scottish Academy Press, £9.75, 0 7073 0355 9), hangs together more successfully; its collective conclusions on the psychology of learning more inescapable. Learners must want to learn, but even more important, they must want to understand. All too often the desire to retain information blocks understanding, so the sense and structure which could assist memory are missing. Ironically, "It is the intention to learn from the text which leads readers to misunderstand it". Another obstacle turned out to be lectures, who didn't know how to learn by failing to reward students sufficiently for anything beyond a faithful reproduction of their own approach and terminology.

As a historical backdrop to education in Europe, Emile Durkheim's classic 1904 lectures on the relationship between religion, philosophy and education now in English for the first time (The Evolution of Educational Thought, Routledge and Kegan Paul, £7.95, 0 7402 0547 3) couldn't be

bettered. Durkheim takes the story from the early middle ages to the turn of the 20th century, arguing that the curriculum must contain study of both humanity and its environment, the arts and the sciences, and that in studying humanity the new areas of social science and psychology should be included as well as literature and history. Even without its educational concern, this would be a fascinating history of ideas in its own right. Durkheim gets behind the prejudice against grammar and dialectic which is the legacy of the Renaissance, and demonstrates too the contribution to French thinking of humanism, Jesuitism, Realism and the Revolution.

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CHILDREN'S LITERATURE

RIF. By Malcolm Rose. Collins £5.95, 0 100 195662 0 £3.95 pbk. Spellbinder. By Stephen Bowkett. Gollancz £5.95, 0 575 03601 X. ColSec Rebellion. By Douglas Hill. Gollancz £5.50, 0 575 03610 9. Starformers 3: Cuffang. By Nicholas Flisk. Blackie £5.95, 0 216 91693 3.

Rif and Spellbinder, both first novels, have coincidentally almost identical plots, each telling of a teenage boy who acquires psychic powers which help him to face a crisis in his life. One solves a crime, the other rescues a coach of OAPs from disaster. Unlike other similar stories, for example The Gifford, The Hunting, the supernatural talent is not inherited, but seems to be an *ad hoc* occurrence to prepare the hero for his ordeal.

In Rif, Neil, an ordinary boy with typical erotic fantasies, begins to experience more sinister visions – of disasters. An amateur séance with his school-friends produces a letter-by-letter message via a tumbler. Neil's travelling on a coach in dark moodland when it halts, the road being blocked. The driver climbs out and disappears (killed by acid from a leaking tanker). Neil, who is a good science student and knows about acid, takes charge, puts the coach into reverse, and drives it downhill to safety.

Spellbinder is about Tony, who fancies himself as an amateur conjuror, even more when the marbles and dice he uses really disappear. All this is preparation for the big test, when he will track down and defeat the gang which has vandalized his youth club and stolen the cash-box. Tony becomes the protégé of a professional conjuror who uses his career to mask his genuinely magical powers, and who holds out to Tony the chance of becoming a professional magician. Tony agrees to surrender his powers when he is older.

Spellbinder is really up-to-date, with jokes about home computers: "You got a 1K Bruin, Micro, but lots of RAM – really always mourning." A pity that both stories see women from the teenage boy's point of view: as mums, sisters, sex objects, potential girlfriends... Even so, since many boys are reluctant readers, I would recommend these two especially to boys aged 12-14 who wouldn't attempt the more complex novels of Dickinson or Woolf.

In spite of expected stylistic faults, these first novels were much more enjoyable than the tired products of the professionals. Although I found the first two parts of Douglas Hill's ColSec trilogy interesting, the conclusion, ColSec Rebellion, is an anticlimax. How would five teenage rebels and a space explorer win independence for the planetary colonies from the dreaded Organization in charge of Planet Earth? Quite easily.

The rebels plan to recruit more rebels from the teenage ranks. How was this to be done? By describing the decaying environment of Chicago and London having won their first battle with the rebels head back to Klydor, with both sides square up for a battle in space – but unbelievably, the decision of ColSec accepts the rebels' terms, and grants the colonies their freedom, to trade with Earth at fairer prices. Well, well, just suppose all oppressed peoples could win their freedom simply by explaining that they would be better off dealing with free people, not slaves! It must help, though, to have lots of available planets with fresh territory to colonize, and no natives to worry about except for "monsters and stuff".

As for Cuffang, priced as equivalent with the other three, yet only 110 pages of large print, get the Knight paperback instead if you must have it. Number three in the Starformers saga, about four children blasting through the galaxy in a home-made spaceship, adds to the cast a stowaway kitten who swallows a computer microchip and becomes an expert bomb-almer, destroying enemy ships. For fans of He-Man – and cats – up to age 10 or so.

Jan Marsh's approach is thorough and scholarly, but not impersonal, as she sets out to discover what kind of lives were led by the women who inspired the swoony, trash-laden images in the paintings and poetry of the Pre-Raphaelite Brotherhood.

There are Lizzie Siddall and Emma Hill, belatedly married respectively to Gabriel Rossetti and Ford Madox Brown, and the street-wise Annie Miller who never did marry Holman Hunt. All three girls were considered in need of "improvement" before these marriages could be contemplated, although the social standing of their lovers was scarcely anything to write home about.

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Dr Marsh suffers from one inescapable handicap: the Pre-Raphaelite women, apart from George, have left so little first-hand evidence of their lives, or even of words have been preserved by and about the men, but

BOOKS

A laugh and a prayer

Shena Mackay rediscovers Joyce Cary

Triptych – Herself Surprised. To Be A Pilgrim. The Horse's Mouth. By Joyce Cary. Penguin Modern Classics £5.95, 0 14 007486 4. The Captive and the Free. By Joyce Cary. Penguin Modern Classics £3.95, 0 14 008196 8.

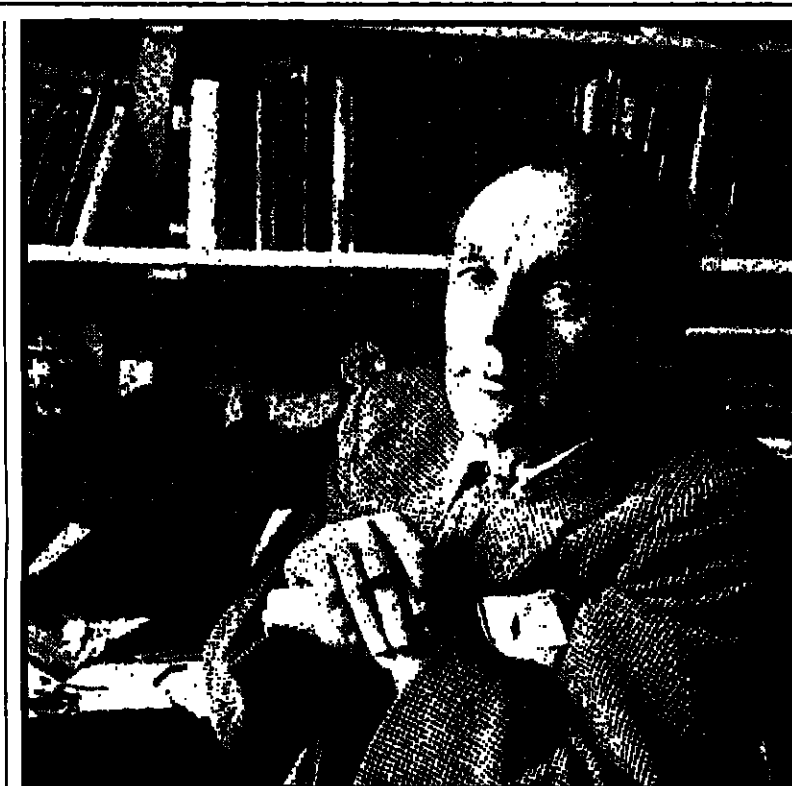
Joyce Cary's Triptych is made up of two wonderfully florid side pieces, and a centre panel which might have been painted by a different artist altogether, using smaller brushes and too much turpentine. This trilogy, first published between 1941 and 1944, appears now for the first time in one volume. It was an experimental work designed to portray three people not only through their own eyes but as perceived by the other two; thus, as each in turn becomes narrator, nuance and emphasis shift, exposing self-deception and motive, and giving the reader a different perspective on character and events.

Herself Surprised came as a delightful surprise to one who had read hitherto only the last part of the trilogy, Sara Monday, its heroine, whose charms sprawl extravagantly like the blooms of a full-blown rose across the pages, linking the three novels, is by turns kitchen-maid, rich man's wife, artist's mistress, cook and gaolbird and meets each turn of fortune with equanimity and fortitude. The Horse's Mouth, re-read after many years, surprises afresh with its colour and exuberance; in Guilely Jimson, a painter drunk on air and light and form, whose work would seem to owe as much to Stanley Spencer as to Rubens and Renoir, the author has accomplished the difficult feat of creating a believable artist. Although the ends of Sara – endlessly

tolerant of her own and other people's weaknesses – and Guilely – failure and reprobate in the eyes of the world – may be seen as tragic or pathetic, this self-set Old Adam and Old Eve float in triumph in the memory, amoral angels redeemed by their love of the physical world.

Tom Wilcher, the narrator of To Be A Pilgrim, has become a scandalous old man, given to molesting women in the street, and suspected of setting fire to his London house. Sara Monday, his servant for many years who had, with characteristic generosity, let him warm his old shanks in her bed, and with whom he planned to elope, has been imprisoned for the theft of some trinkets. Wilcher himself has been incarcerated by alarmed relatives in his childhood home where he lies listening to ghostly voices from the nursery and fretting over old memories. His pernickety voice, with a habit of ending his sentences with etc, like an irritating cough, recounts his somewhat ignominious pilgrimage through life, reminiscences on his rather unlikely family, and cars at the shortcomings of the humourless young couple into whose custodial hands he has fallen. His memories are often dull, but from time to time the dry prose shines, like the dusty chaff lit up by the sun streaming through the red sandstone where his crass nephew has installed a threshing machine, and where the corn dust obscures the delicate plaster scythes and sickles of the Adam fanciful rural trophy; a piece of philistinism which might have amused Guilely Jimson, whose own works so often perished through vandalism.

Joyce Cary knew that he was dying when he wrote The Captive and the Free, and it is certain that he would have worked more on it, as David Cecil says in his introduction, had he



Portrait by Alfred Eisenstaedt

had more time. The "it appeared in its final form is due to the skill of his friend and editor, Wilfred Owen. In theme, the evil of mass manipulation, whether by sensationalism in the Press or by whipped-up religious fervour, was one that had long deeply concerned him. In this sombre novel the Press is represented by the cynical reporter, Hooper; heterodoxy by a maniacal miracle-working faith-healer, and orthodox religion by an Anglican clergyman who is forced to re-examine and reject his own beliefs. The charismatic Missioner Freedy, whose name bears apt connotations of predilection, greedily and seely operates from a shabby tabernacle in a London suburb of Greenland, and like more than one of Cary's characters, he has seduced and made pregnant a young girl, and has a taste for the sight of women on their hands and knees scrubbing floors with ruined hands and glorying in their own abasement. These, and certain other incidents and

images which recur throughout the oeuvre, suggesting something private accidentally or furtively revealed, can stir the same faint unease that might be engendered by the too-red lip that suggests the secret sexualist, or the suspicion of a cloven hoof beneath a Donegal tweed trouser-leg. For all its argument and drama, there is a greyness, partly attributable to the time in which it is set, the mid-Fifties, that makes reading this story now rather like watching a black and white film on television, in which desperate figures hurry down mean streets, mackintoshes against the wind that blows old newspapers against a grainy celluloid sky. Joyce Cary said that his heart would break if he did not finish it – the road to heaven or hell must be littered with the broken hearts of artists – and who needs a god who needs broken hearts? Cary himself preferred one for whom, in the sentimental but stairway last words of Guilely Jimson, a laugh is the same thing as a prayer.

Blue plaques and dead elms

On Living in an Old Country: The National Trust and contemporary Britain. By Patrick Wright, with drawings by Andrew Kraus. Penguin £18.50, 0 86091 127 6. £5.95, 833 5.

On page four the author advises those who find theoretical writing heavy-going to move on to chapter two. I don't know where his ideal audience is to be found, but on a second reading I took his advice and realized that I had stumbled into a quite exceptional and richly rewarding book.

He came back to Britain after five years of absence to discover that his world had been hit by a devastating earthquake, and he had stumbled into an anthropological museum of green fields of subsidized cereals, stately homes, folk museums and dead elm trees. Somewhere around was a fitter, leaner, and more competitive economy bringing misery

all round, whose only actual successes were in insurance, rock music and, of course, tourism.

Well yes it is a bizarre spectacle, and you can't really blame Patrick Wright for trying to find a theme that fits it. The important part of his book is a series of closely related chapters about our national fixation with what is taken to be our past. One is about the efforts to sell to the national Mentmore Towers, a high Victorian palace of the Rothschild and Rosebery families and Calke Abbey, described by the late Lord Vaux as "skilpops of junk".

Another is about the books of Mary Butts, an inter-war writer from whose works I have hitherto been spared, and another, written tellingly for the Press, reporting of Michael Foot's appearance at the Cenotaph, as "an old man" in his ordinary casual clothes, as though the rituals of Remembrance Day belonged exclusively

to Church, Army and State, and not at all to "the civilians of no particular distinction who were caught up into war, militarized and destroyed".

The next essay links the public rhetoric about the raising of the Mary Rose with that surrounding the Falklands Campaign. In both cases there emerges "a strikingly fictional, even delirious conception of history". This is followed by reflections on a film made by a pair of Polish film-makers about Miss Savidge who, when her ancient timber-framed house near Ware was the subject of a compulsory purchase order to make way for a traffic roundabout, dismantled it and moved it in 11 lorry-loads to a site at Wells-Near-the-Sea in Norfolk, living in a caravan while she slowly rebuilds it. In its curiously jerry-built-looking way, it is either the oldest or the newest building in Wells, and it doesn't "fit at all easily into the emphasis of the

National Trust or that blue-plaque psychology in which the national past is venerated as a continuity of place. This building testifies to a more recent, and also more desperate sense of preservation".

A mordant final chapter looks at the "ghosting of the inner city" by way of the refurbishment of ancestral memory in Stoke Newington, where the author lives. It's a very good title for by the time you come to the end of this book you will feel convinced that our national autobiography has in fact been ghost-written for us by a team of highly efficient and cynical copy-writers, graduating from those Hovis and Cobourn ads on ITV. You won't feel the same about the Heritage industry after this devastating series of iconoclastic reflections.

Colin Ward

Lives and loves

Pre-Raphaelite Sisterhood. By Jan Marsh. Quartet £18.95, 0 7043 2464 8.

Jan Marsh's approach is thorough and scholarly, but not impersonal, as she sets out to discover what kind of lives were led by the women who inspired the swoony, trash-laden images in the paintings and poetry of the Pre-Raphaelite Brotherhood.

There are Lizzie Siddall and Emma Hill, belatedly married respectively to Gabriel Rossetti and Ford Madox Brown, and the street-wise Annie Miller who never did marry Holman Hunt. All three girls were considered in need of "improvement" before these marriages could be contemplated, although the social standing of their lovers was scarcely anything to write home about.

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Dr Marsh suffers from one inescapable handicap: the Pre-Raphaelite women, apart from George, have left so little first-hand evidence of their lives, or even of words have been preserved by and about the men, but

on the occasions that these accounts do include the women their accuracy is often open to question. So much of the evidence was not suitable for public memoirs, and the various writers do it in various ways. By careful study of the general more, and detailed use of public records, Dr Marsh scotches quite a few of the hoary anecdotal legends and does establish a general sense of the working lives of the models who sat to be portrayed as sort of sexual immortals. She never over-emphasizes her feminist stance at the expense of the men – indeed is extremely sympathetic to their weakness and blind-spots – so when she does occasionally insert a few sentences of general feminist propaganda, they obtrude: her case is made through the facts, and has no need of rhetoric.

Good use is made of the men's paintings to substantiate the text, and I

sorely wished they could have been reproduced in colour beside the relevant passages. The central section of black and white illustrations is well-chosen, but many of the paintings referred to are absent, and the whole debate about whether such Victorian paintings were high-class pornography rather than the transcendent art of mixed-up perpetrators and patrons needed them to be, loses force. It is the proliferation through reproduction of the paintings in recent decades that has fuelled general interest in the Pre-Raphaelite sisterhood, and their presence would have given full reminder of how potentially idealized beauty can affect observers of either sex. The reason for their absence must be cost, and it is a pity that this problem could not be overcome.

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PAPER BACKS

The Autobiography of Arthur Ransome (Century £4.95) and The Life of Arthur Ransome (Hugh Brogan, Hamish Hamilton £4.95) complement one another, proving that Swallows and Amazons and love of the Lakes formed but one facet of an amazingly varied life. Freelance writing and reviewing in the Edwardian period, and sharing in the activities of the Chelsea set led Ransome to meet Belloc, Chesterton, Shaw and many others still well known today, but it was Russia which truly captivated him. He fled there in 1913 to escape an unhappy first marriage, learned Russian from children's books, and as Petrograd correspondent of the Daily News went to the Front. He was an impartial observer of the Russian Revolution, sympathizing with the original Bolshevik aspirations without actually supporting them. Accounts of his experiences in the turmoil and excitement of those days make each of these books quite remarkable.

In Hugh Walpole (Rupert Hart-Davis, Hamish Hamilton £5.95) there are links with Ransome – in book collecting, in love of the Lakes and in involvement with the Russian Revolution. In this last, Walpole was the *Mail's* correspondent in Moscow, then a Red Cross worker in the Carpathians, and then again in Moscow in charge of British propaganda. Unmarried, he idolized Henry James and Arnold Bennett and was on familiar terms with such authors as Virginia Woolf, Priestley and Kipling, so that from his Diaries there emerges an intimate picture of the literary life of the period. His own tremendous output is chronicled, but throughout the book the emphasis is rather on a most talented and sometimes puzzling man. There is nothing puzzling in Another Part of the Wood (Kenneth Clark, Hamish Hamilton £4.95), a straightforward, readable account of the author's life up to 1939, told with occasional touches of asstringent wit. A child of easy circumstances but eccentric parents, he early developed a love for pictures, especially those by Italian masters, and his work with Berenson in Italy set him on course for the directorship of the National Gallery, at the uniquely early age of 30. From his "front seat at Vanity Fair" he observed high society with a surprising detachment, and with no hint of compromise.

Eric Church

lingo

Just a smidgen

The request from the university administration was simple enough: what will be the effect of Sir Keith's reduction of university funding by another 10 per cent. It was too good a chance to miss. "Disastrous", I wrote back, "it already takes 10 memos to get a smidgen of action".

"No such word in this dictionary" said my secretary, who had looked it up to check the spelling. "Of course smidgen exists", I announced confidently, and immediately set off to the library to track it down. It was very elusive, absent from all our, admittedly mainly Sixties and Seventies, Oxford dictionaries, even the 12-volume version. *Smidgen* was a non-word in all my old friends' Chambers, Cassells, Webster, Longman, Partridge's dictionary of slang, Roger's Thesaurus, Harrap's English-French and the Oxford Australian dictionary. It was only bumping into my colleague Paddy Creber, appropriately enough the author of *Lost for Words*, who thought it might be *smidgen*, that kept me going.

Finally I nailed it in my 1978 copy of the Concise Oxford Dictionary: *smidgen* or *smidgin*, a small bit or amount, etymologically related, perhaps, to *smidgen* meaning "wood-spike". The word has an engaging sound to it, and deserves better recognition than it currently enjoys. Just a *smidgen* more, that is all.

Good use is made of the men's paintings to substantiate the text, and I

Post School Education. By Roderick and Stephens. Croom Helm £16.95.

Staying the Course. Edited by John K. Gilbert. Croom Helm £3.95.

The Student Experience of Higher Education. By Ian Lewis. Croom Helm £14.95.

Post-School Education offers a devastating contrast between the way those Englishmen who went to America and those Englishmen who remained in England perceived the significance of education, and so their view of funding it. While small towns in Massachusetts were spending more than they were required to, the Cockerton judgement in 1900 prevented the London School Board from teaching adults advanced

chemistry. Why? Because it contravened regulations. Dogmatism rampant.

Nineteenth-century British government's resolutely refused to accept responsibility for public provision of education until they were more or less forced to, and then they dogmatically rejected all advice that without investment in education and science, the country would be in serious economic difficulties. Now we suffer from their resolution. Apparently we now have a Government which knows little history. Just as resolutely, it is making exactly the same mistake. And it looks as if we shall suffer more from their foolishness.

Present-day students study in institutions affected by that legacy, and blighted by present policies. *Staying the Course: How to Survive Higher*

Education is a useful handbook of ways and means of securing a place in higher education, and then making the best of it. Ian Gilbert, who edited the book, has the lightest and most engaging touch – some of the other chapters are rather po-faced. It tries to take people from the outside and show them the inside of higher education.

The Student Experience of Higher Education is an account from inside, based on a research and study conducted by a tutor and students at York University. The evidence it produces establishes the validity of much of *Staying the Course*. Both books are full of sound common-sense about coping with the confusions and pressures which many students experience, academically and socially. Ian Lewis observes that the university teaches us to be conscious of those two dimensions to student life, they have little chance of engaging students in their studies. Which takes us back to the wretched evidence of *Post School Education*.

Human Resource Development is an inane jargon label for what we need to do. It is a way of saying that investing in people's development is investing in an economic future. We shall weep until we learn that there is something profoundly disturbing about the Japanese having 40 per cent participating in higher education, while we have 11 per cent if we are lucky, with a Government which seems complacent about it, and then learn to pay more attention to the "student experience of higher education".

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Kenny Mathieson

Norman Evans

Jessica Yates

BOOKS IN CLASS

Numerical value

Foundation Mathematics, Books 1-5. By David Rayner and Philip Cutler. Ward Lock Educational £1.95 each. 0 7062 4272 6/4273 4/4274 2/4275 0/4292 0. Answers £2.95. 0 7062 4283 1. SMP 11-16. Book BT. 0 521 31665 0. Book YT. 31667 7. Cambridge University Press £2.95 each.

Understanding Mathematics, Books 1-3. By C J Cox and D Bell. John Murray £3.95 each. 0 7195 4151 4/4152 2/4153. Teachers' Manuals 1-3 £12.50 each. 0 7195 4154 1/4155 7/4156 5.

Foundation Mathematics is a five-book series for pupils in the first three to four years of secondary school. Despite their colourful covers, inside they have an old-fashioned look with the text printed in two columns, no colour and only the necessary line drawings. The books claim to have a "wealth of exercises" which is true but they are unimaginative. The introductory text to each topic is said to be brief but is, in fact, minimal. For example, the introduction to Decimal Numbers in Book 1 has five examples of writing decimal numbers then two worked examples of ordering four decimal numbers followed by 30 similar examples for the pupil. This seems an inadequate introduction to a topic which the APU has highlighted as being very difficult for children (TES, April 19).

The books are said to emphasize the practical aspects of mathematics. There is little evidence of this. Algebra is introduced in Book 2 through equations. A word problem? No. Simply "Solve the equation $x + 5 = 7$. When we are told to 'solve an equation' we have to find the number that the letter stands for. Why should anyone wish to do this? There follow 60 examples for the pupils preceded by the single sentence 'Solve the following equations'. Chapter 'Using the calculator' appears in Book 4 which seems rather late in the course. The list of contents at the beginning of each book is the only way of finding one's way through them and the answer book is exactly that. The books are cheap and contain plenty of exercises but have little else to recommend them.

Books BT and YT of the SMP 11-16 course are 'transition books' for schools starting the course at 13-plus and are intended for use alongside **Books BT and YT**. The Y books are meant for the top 20-25 per cent of the ability range while **Books BT and B2** are for the middle group of pupils. **BT and YT** are attractively produced with two-colour printing, line drawings, diagrams and photographs. The immediate impression on opening them is of words and diagrams rather than rows of figures. They are topic books intended for class or individual use.

The topics in **YT** are Rotation, Number Searches, Symmetry, Pythagoras' Rule, Large and Small Numbers, Number Searches is an interest-

ing exercise using a calculator. The approach to Pythagoras is through areas. It is possible to imagine a pupil reading the text to "A Pythagoras' jigsaw puzzle" and completing it on his own. This contrasts with the arid numerical approach in *Foundation Mathematics* Book 5. Large numbers are drawn from astronomy with illustrations of the planets while the liver cell with their diameters are used to give small numbers a context.

The contents of **BT** are Estimating, Graphs, Formulas, Scale Drawing, Volume, Speed and Views. The activities are varied. There is practical work on estimating and a dice game in the Speed section. These books should prove interesting to pupils and are of the high standard found in SMP publications but they are only a small part of a very interesting scheme still to be completed.

The first three books of *Understanding Mathematics* are the Foundation Course for a series that will cover the 11-16 age range. Each pupil's book covers all abilities by having Common Core, Reinforcement (optional) Development and Extension (for the more able) questions in each exercise. The Teachers' Manuals contain the answers, a topic matrix, mental tests, assessment tests and activity sheets. Some items can be photocopied for use in class. The teachers' notes are supplemented by references to "Children's Understanding of Mathematics" whose general editor, Dr Kath Hart, has written the foreword to the series. She writes "The philosophy behind *Understanding Mathematics* is that, traditionally, mathematics in the secondary school becomes too difficult, too soon, for many children."

After all this the actual exercises for the pupil sometimes seem disappointing. Algebra is first met in Book 1, with "Algebra is the use of letters to stand for numbers" and the exercise starts with " $5 + m = 8$ ". Not very different from *Foundation Mathematics*. On the other hand the sections on "Using your calculator" which occur in all the books have a wealth of incidental information that Cockcroft complained was so often lacking in mathematics lessons (Cockcroft, p. 462). Computer programs in BASIC which are not machine specific are used throughout.

Here is a complete mathematics package which has tried to take account of recent research and of which the handsomely produced pupils' books are only part. It is well worth consideration.

Peter Hamshire

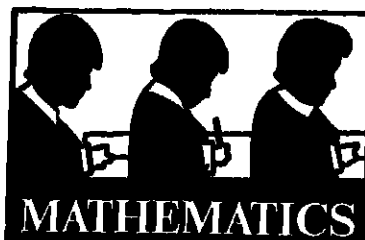
Further maths reviews and articles in this week's Extra, pages 39-50

AIDS: facts and myths

In the September 27 issue of The Times Educational Supplement, Dr Anthony Pinching answered many of the questions teachers and parents are asking about the disease AIDS. Dr Pinching is a Senior Lecturer in Clinical Immunology at St Mary's Hospital Medical School, Paddington and a member of the DHSS expert advisory group on AIDS, and recently visited Scantabout School, Hampshire, to talk to parents.

His article is now available in reprint form and obtainable from Frances Goddard, The Times Educational Supplement, Priory House, St John's Lane, London EC1M 4BX price 30p (includes postage and packing in the UK). Cheques/postal orders should be made payable to The Times Educational Supplement.

Supplement or revise



Advanced Mathematics. By C.W. Collins, A.T.F. Nice and K.F. Elliott. Macmillan Volume 1, £7.95. 0 333 39983 8. Volume 3, £9.95. 34827 3. Probability. By P. Sabine and C. Plumpton. Macmillan £3.95. 0 333 38363 X. Statistics. By P. Sabine and C. Plumpton. Macmillan £3.95. 0 333 38364 8. Methods of Algebra. By J.E. Hebborn and C. Plumpton. Macmillan £4.50. 0 333 38365 6.

The recent revisions in advanced level mathematics syllabuses present schools with acute problems in the provision of suitable textbooks. The two series of books reviewed here represent two solutions to this problem.

One answer is to produce new editions of textbooks, revised to take changes in syllabuses into account. *Advanced Mathematics* was originally published as a two-volume course in 1980 covering single-subject mathematics. To meet the demands of the new syllabuses, these volumes have been revised, and a third, providing for the needs of students entering for Pure Mathematics, has been added.

The front cover of volume 1 states that the new edition is "fully updated". But in truth, only minor changes have been made: degrees and minutes have been replaced by their decimal equivalents; "differentiate" has been replaced by "differentiate with respect to x " and, in the preface, "his" (referring to the teacher) has been replaced by "his or her", although all students are still male.

Volume 1 covers the standard "core" of pure mathematics at A level arranged under familiar headings, and the chapters have been kept as independent as possible to allow the teacher maximum flexibility in choosing the order of presentation. Most of the treatments are standard, but integration is introduced as the inverse of differentiation, and the natural

logarithm function is defined as the "area so far" function for the graph of $1/x$.

It is unfortunate that no changes have been made to the examination questions included; the style of questions set does shift over the course of time, and it would be more useful if the examples given were as recent as possible.

Volume 3 develops the remainder of the pure mathematics required by students studying double-subject mathematics. As in volume 1, the pattern of brief introduction, worked examples and graded exercises is followed. This approach, while tending to reduce A level mathematics to a set of techniques to be practised until perfect, seems to dominate the market for texts at this level, and this course appears to be as good as the others of its kind.

Two features will be particularly useful for students working independently; one is a list of all the notation used (which is the common notation agreed by all GCE boards) and the other is a list of all the important formulae in the book, together with the number of the page in which the formulae were introduced.

Schools already equipped with volume 1 should have no difficulty in using copies of the revised volume alongside the old version in the same class, and will no doubt welcome the addition of volume 3. Schools purchasing complete new sets of texts should consider this series, but schools already equipped with reasonably recent texts are unlikely to find anything here to justify the cost of changing over.

The second solution to the problem referred to above, offered by the series of Core Books in *Advanced Mathematics*, is more unusual. The textbooks that schools already possess are adequate in many respects, but the addition of new topics to A level syllabuses means that they are inadequate for Core Books are designed to supplement books already acquired, with a view to covering the new syllabuses of most of the examination boards. The series currently numbers some 12 books, each written by authors with considerable experience of examining at Advanced level.

Probability begins with a discussion of the laws of probability using set notation and tree diagrams. The second chapter introduces the idea of a probability distribution. Chapter three deals with some examples of discrete

probability distributions: uniform, binomial, geometric and Poisson, and the last chapter discusses some continuous distributions: uniform, exponential and normal. Each chapter concludes with a comprehensive set of exercises, answers to which are given at the back of the book.

Many of the probability distributions developed in *Probability* are used in the companion volume *Statistics*. The first chapter introduces the basic notion of a frequency distribution and goes on to discuss measures of spread and index numbers. The next three chapters deal with sampling, confidence limits and significance and developing the theory the authors have used considerably more words and examples than are normally found in texts at this level. The result is a readable account of the ideas involved that would be accessible to many students working independently. The section of one and two-tailed tests is particularly clear, and should do much to take the guesswork out of an area that has always plagued students of this subject.

The next three chapters deal with bivariate data, including regression, correlation and tests of significance. Here, as elsewhere in the book, the feeling is that of a "recipe book" rather than a rigorous mathematical treatment (which would be well beyond the majority of A level students in any case). However, intuitive arguments are given to support the theory, and where appropriate, suggestions are offered for practical activities that would illustrate the point being made.

The final chapter contains some 30 suggested topics for projects: compulsory in some A level syllabuses, but surely a desirable element in any course in statistics at this level.

Methods of Algebra is essentially a quick review of all the algebraic techniques necessary for single-subject A level mathematics. Much of this is a review of material already covered in the course, but the book would provide a source of supplementary examples and exercises that departments might find useful.

At around £4 each the Core Books are probably too expensive to use as the mainstay of an A level course, but where books already acquired are adequate in most respects, they do represent a very attractive solution to the problem of providing texts for the new syllabuses.

Dylan Willan

Learning by rote

Fundamental Mathematics: Problems and Exercises. By G.R. Gilbert-Smith, R.Q. Edmunds and D.J. Hillard. Edward Arnold £3.95. 0 7131 0855 X. Answers. £4.95. 0 7131 0987 4. Mathematics to Sixteen Plus. By P.J. Holt. Hodder & Stoughton £5.95. 0 340 33560 2.

Study Notes for Technicians. Mathematics Level 2. By J.B. Priestley. McGraw-Hill £4.95. 07 084865 3.

From time to time concentric learning has a vogue as a scheme for curriculum organization. In simplistic terms, the theory claims that constant repetition of ideas means that pupils assimilate more and more about a topic on each occasion they encounter it. The first time the treatment may be very elementary; subsequently greater detail may be introduced; and later still, rigour and depth of study can be the practice.

The relevance of this to a mathematics course is self-evident. Learning by rote, constant practice to ensure retention of basic facts and techniques, (associated with the development of the power of recall), and the ability to apply knowledge in the solution of fresh problems, are essential stages in studying mathematics. Whether as a matter of deliberate policy, or through a series of coincidences, these principles can be seen in action in three books designed for various age-groups.

Fundamental Mathematics is an apt title for the first work. It offers a

two-year course for pupils entering secondary education. The authors state that their aim is to provide a firm foundation upon which subsequent work to O level or CSE can be based. There is a balance between traditional and modern topics, while "particular attention has been given to the needs of 11 to 13-year-olds in independent schools who are preparing for the Common Entrance examination".

Virtually the whole of the book is devoted to examples, over 5,000 in all. They are well selected and graded, and checks on a random sample suggest that questions and answers (a full set is in the complementary book) are appropriate and accurate. Two comments in the preface illustrate the concentric principle. "Earlier chapters contain some material normally covered in Primary Schools" while "many chapters contain at the end some more advanced material best left for a second bite".

Dr Holt, in *Mathematics to Sixteen Plus*, clearly intends that pupils in the two years leading to GCSE (or its equivalent) shall make a fresh attempt on some, if not most, of the fundamental topics. Thus mensuration, sets, number bases, and transformation geometry re-appear, but with a more sophisticated treatment. There is a good textual exposition, too, prepared in a way that anticipates a commendable standard of literacy in its readers.

This is, in fact, a deeply satisfying textbook of principles, with first-rate explanations of principles, theory and applications, admirably supported by illustrations and sketches. The subject

matter appears under discrete headings (arithmetic, set theory, algebra, statistics, probability, calculus, etc) since Dr Holt believes "It is only possible to appreciate mathematics as a unified subject after its individual topics and skills have been mastered". There will be many teachers who will welcome a sturdy treatment of the standard school course which appears to be especially suitable for those in the more academic streams.

Other pupils, less likely to become underachievers, will find themselves progressing well through the course in a college of technicians' course in a college of further education. There they may pursue a BTEC programme. At level 2 this could include one of the units this book is set to match the objectives of these units or of examinations making a similar demand. And, not surprisingly, many of the same topics as in the other two books are encountered once again.

The work opens with transposition of formulae, graphs and mensuration. Elementary geometry, trigonometry and statistics lead to introductions to Boolean algebra and calculus. The fundamental concepts have been met in the upper primary or lower secondary school stages; there has been consolidation in the later years of the secondary school; and now they are found as part of tertiary education. This seems very much a convenient pattern for learning mathematics.

F.W. Kellaway

ARTS



Fly-on-the-moulded-cornice

Mike Durham previews BBC2's series on Queens' College

From the dream-like, soft focus opening credits of river and punts to the sharpness of its final lines, *Queens' College* (BBC2 Wednesday, from October 16) is nothing less than an extended invitation into privileged society. Dream - or nightmare? Members of the Oxford and Cambridge club will view this series with knowing apprehension. For the rest it may prove equally compulsive television, though for different reasons.

Producer Michael Waldman and a documentary film crew spent the best part of a year in Queens', the most middle-of-the-road and unremarkable Cambridge college they could find, recording the daily (and nightly) doings of its inhabitants. With a kind of fly-on-the-moulded-cornice technique, they built up portraits of everyone: dons, students, porters, catering staff, bedmakers, right down to the man who keeps the mouldings just so, the college plasterer.

Perhaps the best story, which the series does not tell, is how it was admitted in the first place. Staff and students held a series of meetings and voted by a slim majority to let the cameras in. Waldman lobbied hard and eventually won the community's trust. He drank eight pints in the college bar with the Rugby Club and one can imagine hours of earnest disputation with dons. Nevertheless, a handful of fellows and students steadfastly refused to have anything to do with the project. Given these hurdles, it is a triumph. Waldman, an Oxford man, knew he was onto superb television possibilities and he has exploited them with, at times, devastating effect. The college didn't need to act up for the cameras. All the backcloths, caricatures and set-pieces are already there. The question is, how do we interpret them?

And so we find ourselves in the opening programme peering through the keyhole of the interview room for a unique glimpse of the admissions procedure. A batch of spotty and apprehensive sixth-formers are up for the day to try and talk their way into a place. Enter Warwick, a stammering, twitching would-be history scholar whose voice, um, betrays his class.

Tutor: So why do you think society should pay for you to learn history? Warwick: Well, um... you learn a lot about leadership. I think that's... um... useful to the general public.

Tutor (archly): So you're going to be our leader, are you? (To everyone's surprise, including his own, Warwick gets an exhibition.) Next comes a self-possessed 16-year-old who emerges gloomily after putting up a spirited defence of unilateral disarmament. Surely not the way to win the heart of an admissions fellow? But inside, one tutor is saying to the other: "Talkative, articulate, sensible. Coped with us particularly well." Comprehensive-school Sarah also wins her place.

Later on we follow students in success and, particularly, failure: David Tarsch, seduced away from his studies by extravagant dinner parties, doubtful friends, and girls (now a major hazard at Cambridge). "I'm not mentally clear," he complains, stumbling in his rooms over a large scotch as he rehearses for the Cambridge Union debate on private education (no prizes for guessing which side he is on). To counterpoint, we follow Mary Browning to an all-night CND vigil.

Some of the best television is reserved for the rich lunacy of college life: the University Orator, Dr Philip Diggle, coaching his wide-eyed children in ancient oratorical tradition over the tea-table and rehearsing his humorous address in Ciceroan Latin; members of the Thomas Smith society circulating obscure tomes around the dinner table along with the claret; Sir Harold Bailey, ancient professor of Sanskrit, putting the finishing touches to his Khotan-Saka dictionary begun in 1933 in the same book-lined study; student initiates into the Kan-

garoo Club hopping up and down the quad.

So much for the familiar clichés and caricatures - beautifully and humorously observed, lovingly crafted like the puppets in Spitting Images. But where are the real insights? Its critics will say the series dwells too much on the "specialness" of Cambridge, on the splendid architecture, the traditions, the clubbiness and skin of elitism which sets it apart from every other British university bar one.

When they admitted the cameras, many of the participants hoped the programmes would demonstrate another side to the place, a matter-of-fact, businesslike, up-to-the-minute, competitive side - above all its ordinariness. They will be disappointed.

Ordinariness does not make good television. Could Waldman have made such a diverting series, achieved such a successful illusion of entering an exclusive club, with a film about Bristol or East Angles? Why Cambridge? The answer is self-explanatory: because it is what it is, unique.

Waldman defends the soft approach as the product of BBC impartiality and adds: "It's not a film with a message. If anything, it will reinforce the prejudices of those who see it. People who think Cambridge is elitist will find plenty to support their view. But the opposite is also true." Reading between the lines, much of the series is certainly a gentle send-up of a very British institution. It's hard to imagine the BBC countenancing more.

But after the heady excitement of the balls, bungs on the river, graduation ceremonies and the last tutorial over sherry, the pay-off line comes as no great surprise. A weary Queens' graduate is asked what Cambridge has taught him. "I've seen who is going to run the country. Who are going to be the governing classes of the future. It's very, very worrying and it's why Britain is like it is." That is why this is an important documentary series.

Let's make a Masque was a music theatre project organized by the Music Advisers' National Association to celebrate European Music Year. Eleven out of the 97 primary and secondary schools that took part attended a performance of the winning masques at the Royal Opera House, Covent Garden. The stars on this occasion were pupils from Hertingfordbury JMI (Herts), Christchurch C of E Primary (Skipiton) and Trinity School (Leamington Spa).

The project has been judged a success on several accounts, according

to a recent MANA report. First, it has more than fulfilled its aim of increasing good and imaginative practice in the classroom by stimulating teachers into drawing on such ideas as local legends or social questions in their music and drama work. Advisers involved in the assessment of the projects were given an opportunity to visit schools in other parts of the country and to evaluate what they saw in relation to work in their own areas. Most important of all, *Let's make a Masque* was a step forward in ensuring a place for music, dance, and drama in the curriculum.

spin-offs are a series of television programmes in the New Year and a national festival of music theatre in 1987. "The masque is not yet over," says David Jones, county music adviser for Warwickshire and chairman of the project. "In fact, it is only just beginning."

Philippa Davidson

Let's make a Masque was sponsored by Boosey and Hawkes, Music Publishers Ltd.

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Television party pieces

The Labour Party Conference was the big event of the week, but a certain amount happened on the fringe. What did Tory activists think of the show (and the showdown)? Newswatch (BBC2, October 10) found them impressed by Neil Kinnock's style and one made out that he was delighted with the Labour leader's performance, because the government needed "an effective opposition". This sounded slightly hypocritical, since the only really effective opposition is the one that becomes the next government. Surely he didn't want that?

In fact, the party conference weeks give plenty of opportunity to study the evasions and double-talk of all kinds of political rhetoric (though, also on *Newswatch*, Roy Hattersley was careful to avoid the mere and empty connotations of that word by twice referring to Kinnock's speech as "an electoral triumph", implying a musical and possibly religious performance). The news bulletins on both channels fell for the bait held out by the conference's oratorical stars and showed the same clips. For the average viewer, what took place in Bournemouth was reduced to an undifferentiated fact - the battle of the donkeys, the jockeys and sundry other beasts allegorizing the choice between "principles without power" and "power without principles".

On the fringe Union World (Channel 4, October 5) asked for reactions from three trade unionists, who seemed generally pleased, especially with the commitment to action on low pay for women. But a more sombre report in the same programme saw the unions at Shell-Carrington accepting the kind of deal that would have been "unthinkable" 10 years ago, with the loss of around 60 per cent of jobs at the plant, in an atmosphere of mistrust between the different unions and general fear of unemployment. That fear will dominate public reaction to this week's Conservative Party Conference and on *Weekend World* (TV, October 6) a Gallup Poll suggested that voters would prefer welfare state (Swedish model) to free enterprise (the American one) and do not see the Tories as the "caring party". Did this mean that their politics needed modification, intensification or better presentation?

Brian Walden sat Norman Tebbit down and gave him an advanced lesson in presentation. Now, if the party chairman accepted that not all Tory policies had worked, which did he think ought to be changed? "That's hard to say," you bet, and Brian Walden's technique consists partly in asking the straight questions to which politicians find it hard to give straight answers. As the interview went on, Mr Tebbit sat more rigid in his chair, while Mr Walden rocked back and forth. "You won't pull that one on me, will you?" he cooed, anticipating a later evasion. Questioned on the key prob-

lem, Tebbit said: "It is not within the sovereign power of a government to dictate the levels of unemployment", and made "sovereign power" sound like a divine decree.

First Tuesday (ITV, October 1) followed the experiences of three women cadets training to be officers and trying to remain ladies at Sandhurst, showing our peculiar class system at work. Another stronghold of the class war, the "public" schools, were the subject of *Diverse Reports* (Channel 4, October 2) in which John Rae, ex-headmaster of Westminster, told us how divisive they are and suggested converting them into "national schools" for an elite of academic high-achievers. Unfortunately, when he put these proposals to other educationists, he was unable to find one who considered it both viable and desirable. By the end you felt that his report had diverged, if anything, mainly from its original purpose.

While *Soldiers* (BBC1, October 2) was examining in gruesome detail what artillery can do to men and landscapes - oddly counterbalanced by its appreciation of the affection felt by gunners for their guns - *The American Documentary: The Secret Agent* (ITV, October 6) investigated the legacy, on men and landscapes, of "Agent Orange", the chemical defoliant used extensively in Vietnam. The evidence was shocking, in a conventional sense, unlike Jon Alpert's patronizing and tendentious videos, *Vietnam: Talking to the People* (Open Space, BBC2, October 5) which added a petty insult to the massive injuries inflicted by the United States on that country. His declared concern for the Vietnamese rapidly disappeared behind his determination to have all his expectations confirmed, even if it meant putting words into the mouths of those he was interviewing. The message was that this is an ill-managed and desperately poor country and that many of its inhabitants would rather live in the United States. I don't know why it offends me so much to hear an American journalist addressing two Buddhist monks as "you guys" or describing a political detainee as "a good boy", but it does.

French television viewers on Monday night were learning of Mrs Thatcher's troubles against the background of the Tottenham riots (TBS-Journal, October 7). This is the right way to use foreign television; the wrong way is illustrated every Wednesday evening in Derek Jameson's "funny foreigners" compilation, *Do They Mean War?* (BBC2). In a recent Penguin Special, Christopher Dunkley assesses the impact of the technology that has made such exchanges possible and what future developments are likely to mean (*Television Today and Tomorrow: Wall-to-Wall Dallas*, £2.95). His generally optimistic case is persuasively argued.

Robin Buss

TELEVISION AND SCHOOLING

Five Saturday events at the National Film Theatre organised by BFI Education with BBC, IBA and DES

Not only is the medium an important subject for study in itself, children also learn a lot about their traditional school subjects from television. How can teachers use television to teach about traditional subjects? How can programme makers facilitate this use?

Fifth event: Saturday 19 October 1985, 10.30am-5pm

CHILDREN ON TELEVISION

Children's television produces images that contribute to assumptions about the child and, specifically, the child as 'learner'. How can teachers use this cultural knowledge in the classroom?

Tickets £3.50 from National Film Theatre, South Bank, London SE1 8XT. Box Office 01-928 3232.

Further details from BFI Education (TV & Schooling), 81 Dean Street, London W1P 6AA.

ARTS

The two places north of the Border familiar to southern filmgoers and televisioners fit neatly into the broader categories of rural innocence and urban degeneracy, comedy and violence: the Highlands, another place immobile in another time, and Glasgow, squalidly unglamorous. The first of these myths was firmly established by *Whisky Galore* and *The Maggie*. Thirty years later, *Local Hero*, with its conscious references to those earlier films (Peter Riegert and Burt Lancaster take the place of the Paul Douglas character in *The Maggie* as the fast-moving Americans adapting to the pace of Highland life) represents a stage in the maturing of Scottish film.

"New cinema in a small country" was the title given by John Brown and Michael Russell to their season at the National Film Theatre in October 1984. The 30 features and shorts shown then, mainly dating from the period since 1979, gave some credibility to the idea of a renaissance in Scottish cinema. "Film-making has proved to be something of a growth industry," they claimed in the NFT bulletin, wisely avoiding over-optimism. Problems of national and cultural identity are compounded by those of providing the structures to sustain a generally declining industry in a country with a population of around 5.5m.

On the positive side they might point to a substantial tradition of film-making and support for cinema, especially in an educational context. The Scots, with their high regard for education, were among the first to exploit film as a visual resource. The Scottish Film Council, now 50 years old, and the Scottish Council for Educational Technology have a closely-linked history. SFC was established primarily as an educational body and in 1974 gave birth to SCET, becoming itself an offshoot of that organization and designed to encourage film culture beyond the classroom through regional film theatres, the archive and production. The two councils are under a joint director, SFC being run by a small staff under its deputy director, David Bruce, and separately funded through the Scottish Education Department. It has close links with other regional and national organizations, in particular the British Film Institute which administers the national Housing Cinema Fund and the National Film Archive, as well as giving support in other ways, including a grant to the Edinburgh Film Festival.

The offices of SCET and SFC are housed in a former Catholic teacher-training college in Hillside, among late-Victorian conservatories and stained glass. The spirit of Charles Rennie Mackintosh enlives what, despite its screen image, is a city with a flourishing cultural life. You reach the offices and conservatories via the stairs and the circular route and the colour of the trains, as "the clockwork orange".

SFC houses the Scottish Film Archive, which has now amassed 7,000-7,500 reels of non-feature film - newsreels, documentary, home movies. The curator, Janet McElin, joined on a youth training scheme. She has just



Peter Riegert (Mac) and Burt Lancaster (Happer) in 'Local Hero'; right: Paul Douglas in 'The Maggie'.



Creating a national myth

Robin Buss on film culture in Scotland

published *Pictures Past: Recollections of Scottish Cinema and Cinematography* (Moorfoot, £3.50).

She has the enthusiasm of someone doing a worthwhile job. Would the London-based National Film Archive seek out or appreciate unique amateur film of the 1930s evacuation of St Kilda (newsreel filming was officially banned and this is the only record of the events which were the subject of Bill Bryden's *Ill Fares the Land*); or a documentary showing the production of the *Dundee Courier* in 1911; or scenes of agricultural work in different regions? In addition to film, the Archive has a collection of memorabilia from disused cinemas: projectors, posters, a cash-desk, carpets, seating, which could eventually form the basis for a museum of cinema history.

The Archive is gradually being made available as a resource. It supplied material for the Channel Four series *Scotland's Story* and the Scottish Film Archive for Education project is compiling videocassettes from the collection. SFC also has on secondment a media education officer, Eddie Dick, who is working on resource packs similar to those published by the BFI.

The work of the Archive increases its respect for film as an historical record and a means of expression in a city conscious of its cultural heritage. In George Square, the British Film Year Roadshow indulged in some nostalgia, with local cinema managers recalling the past and answering questions from a capacity audience. Glasgow has eight

cinemas, including the Glasgow Film Theatre, acquired by the SFC some 10 years ago. Originally the "Cosmo", an art house opened in 1938, it was rebuilt as a 400-seat film-theatre, open every night and available during the day for bookings from schools and colleges. Especially popular, I was told, are *To Kill a Mockingbird* and *Polaris*. *Macbeth*. I detect the influence of those great arbiters of taste, the GCB examining boards.

A regular Georgian facade in Lothian Road conceals Filmhouse, Edinburgh's media centre. Inside, the recently-opened bar and cafeteria are pleasantly informal, as if the young people who staff them were just helping out for the afternoon. Apologizing for not selling cigarettes, the barman directed me to the pub across the road and, meanwhile, offered me one of his own.

Filmhouse has two screens, showing new films shortly after London release, work by independent or experimental film-makers and classics from National Film Theatre seasons. It also serves as a venue for evening classes, a media studies group and events like the Guardian lectures. The regional film theatres, with Filmhouse as the outstanding example, are in the main a success story, increasing their audiences at a time of continuing decline in the commercial cinema. But

there have been failures: the Magnum cinema at Irvine in Strathclyde has closed and receipts at Eden Court, the regional film theatre in Inverness, are disappointing. Outside major centres of population, the regional film theatres have a precarious existence (though, in a sense, this is where they are most needed).

Filmhouse is the venue for the Edinburgh Film Festival. I saw press shows of *Taipei Story* and *The Life and Death of Colonel Blimp* - nothing very Scottish there. But then, at festival time, Edinburgh is not a showcase for the home product, but an affirmation of the wider aspects of Scottish culture, its distinctive character illustrated this year with the events celebrating the Auld Alliance, including a season of classic French films at the French Institute.

In Edinburgh, surrounded by American and Italian tourists, I began to have doubts about the existence of "Scottish" film. That Scotland has a distinct culture and history is undeniable, but when (unlike Wales) this is not closely tied to a language, its boundaries are hard to define. The country has a pool of filmmakers and technicians, and there have been excellent films recording a peculiarly Scottish experience. But, apart from the urban landscape of Glasgow or the inevitable Highland cliché, how does what they have to say set them apart

from the rest of British cinema?

The Scottish Film Production Fund is, in terms of the industry, pitifully small. Set up three years ago, with administrative services provided by the SFC, it is directed principally to the points where it can be most effective in attracting money from other sources: development grants, for example, for the concept and development of a convincing pre-production package. John Brown, at the SFC, described the wide range of projects (some 40 completed or in progress) that the fund has undertaken, some in collaboration with the Scottish Arts Council. The Fund is shortly to have a full-time officer and Brown hopes that it will be able to devote more time and resources to the workshop sector.

Perhaps the most striking aspect of all these developments in cinema in Scotland, is how recent they are. The Film Council, linked to education, has a long history and, as Janet McElin will tell you, there is a distinctive tradition of cinema-going. But it is only in the past few years, and especially with the popular success of a handful of films made in and about Scotland, that the SFC finds itself, as David Bruce told me, "in the midst of the liveliest scene in its history". Perhaps this was the answer to doubt about the nature of "Scottish" film. I had the impression of a country starting to appreciate the past and present role of cinema in its national life and the potential of film in the creation of the national myth.

Head and heart

Hard Times. By Charles Dickens, adapted by Stephen Jeffreys. Wolsey Theatre, Ipswich.

Hard Times, with its violently differentiated characters, well-defined locale and simple overall theme of fact versus fancy, lends itself as well as Dickens's novels to the driving narrative, signal-characterization approach pioneered by the RSC and Shared Experience. Stephen Jeffreys's ingenious adaptation reduces the casting requirements to four. Nothing essential is lost and much is gained in sheer theatricality. Whereas a "faithful" transference from page to stage would be paralytic and ultimately pointless, what we have here is a celebration of human skill and variety, and of the collusion of imagination between actor and audience that is possible only in the theatre.

Under the direction of Philippa Davidson, the Wolsey company (Bill Champion, Margo Gaim, Ray Kell,

away and Bryan Kennedy) is singular, extremely gifted. It takes a change within a second, as Bill Champion does, from the icy-rigidity of Gradgrind to the disolute languor of his son Tom, or, as Margo Gaim does, from the full-featured sensuousness of Sissy Jupe to the pinched spideriness of Mrs Sparsit. All with only a top hat here or a bib and cap there.

The play, as the book, belongs finally to Mr Sleary (sorry, Thelma) and his horse (sorry, horlie) riding. An agent of all that is good, it is Bryan Kennedy's Sleary who saves the day, effects that essential integration of head and heart and reinforces in us audience the entirely wholesome and positive belief that people must be, as amuthed.

Jill Burrows

Hard Times now tours East Anglia. Details from Mike Kwamuk, Ipswich (0475) 218911.

ARTS

Comfort and joy

Philippa Davidson on Youth and Music and their Cushion Concerts

Most of the music available for use in schools is "characterless and insipid. Rightly so, children do not respond to it." So wrote Alan Fluck, head of music at Farnham Grammar School and energetic campaigner for a relevant music education for all children. In *The Ties* in September 1987, the subject of the article was the Farnham Festival, an enterprise which spawned many notable first performances and pioneered the currently topical idea of the composer in the community. Through Farnham Alan attracted the attention of Sir Robert Mayer, and was invited to join Youth and Music in 1972.

"Music in schools had changed quite a bit since Sir Robert set up Youth and Music in 1954," he explained. "He had the idea of children sitting in rows listening to classical music. I knew we had to do something to encourage youngsters who were put off going to concerts because they couldn't face getting dressed up in a suit and being bored by a long symphony. We set out to prove that classical music held as much for these young people as the latest pop records..." That was how Youth and Music began to acquire its new image, although it was not until 1980 that the idea of Cushion Concerts was pioneered.

Completely oblivious to the tourists outside London's Royal Academy this summer was a young man with a punk hairstyle and a violin tucked under his arm; the not immediately recognizable features of Paganini featured on the poster designed by David Hudson Charlton of Newcastle Polytechnic for the 1985 season of Cushion Concerts. As 1985 is International Youth Year, there has been particular emphasis this season on participation by young

artists and designers as well as performers. The London concerts take place in the main gallery of the Royal Academy and included in the price of a £3.10 ticket is a visit to the Summer Exhibition. Listening to music in the light, airy surroundings of the gallery is an unusually pleasant experience, especially if you can arrive early and reserve a place by depositing your orange cushion in a strategic position against a wall.

For the second year running, Youth and Music is presenting Cushion Concerts in the North of England. From October 22-25 concerts take place in Bradford (at the National Photography Museum), Sheffield, York and Newcastle, in art gallery venues. Star attraction of the tour is La Bouche, an "electro voice dance group whose performances cross the boundaries between rock and classical music" - a particularly appropriate choice for Youth and Music which has always championed links between music and the other arts.

There is, however, more to Youth and Music than Cushion Concerts. Its main concern is the offering of seats at concessionary prices - over 700 performances annually in London, at the Royal Opera House, the Coliseum and Sadler's Wells, as well as the main concert halls. The busy London office in Covent Garden sells musical memorabilia as well as being the

information centre for the organization, and there are also active regional offices.

What sort of people join Youth and Music? Most of the 5,000 members are the under 30s who hear about it through friends. Mark Hines, who works for the Coal Board in Sheffield, feels that Youth and Music has a particularly important role to play in the provinces where young people are not in the habit of going to concerts.

Recognizing the need to bring together youngsters with similar interests, Youth and Music is aiming to provide more social events such as interval receptions and pre-performance talks, so that members can meet each other.

Notwithstanding its success in attracting individual members, Youth and Music needs to increase numbers to maintain and improve its service. At present, out of the 10,000 who receive the mailing list, only half actually join the organization. In the London area alone Youth and Music can offer some 70,000 seats a figure which gives some idea of its potential strength. Although it is not anxious to over-emphasize its classroom associations, Youth and Music may well find a solution to its problems - which may escalate when the GLC, a major sponsor, is disbanded - in an increased institutional membership. Cushion Concerts, however, are well looked after by Michael Mackenzie, sponsorship man-

ager of W H Smith, who keeps an eye on audiences but never interferes in the choice of programme. A sister enterprise not always recognized as such is the Federation Internationale des Jeunes Musicales, whose orchestra gives many young artists a chance to travel, study and take part in international events. Cellist Caroline Dale appeared in the FILM Young Performers Festival this year, and artists such as John Lill and Linda Fisher Gray received their first international breaks through Youth and Music.

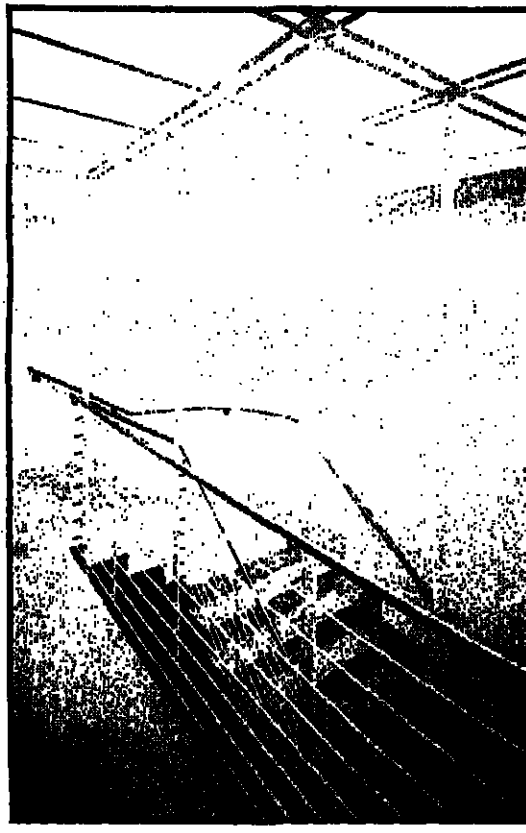
"A world of music opens beyond the school gates," reminisced Alan Fluck, harking back to the Farnham Festival and the early days of Youth and Music. "I'd call it 'Tomorrow's audience today'," said Mark Hines. Which is, of course, exactly how Youth and Music describes itself.

Membership of Youth and Music costs £5.27 per year with a reduction for members of school parties of six or more, who pay £1.50. For further information and a free brochure contact Katharine Meadows, 78 Neal Street, London WC2 9PA (01-379 6722), or telephone the regional offices on 0274 (Bradford) 307417 and 0723 (Sunderland) 655212.

Youth and Music, in collaboration with the BBC Robert Mayer Concerts, are presenting a gala concert in celebration of their founder in the Barbican Hall on October 14. The concert will be given by the BBC Symphony Orchestra under Sir John Pritchard. Guest artists include John Lill, Sarah Walker, Ida Haendel and Dame Eva Turner, who pays a special tribute to Sir Robert. The concert will be broadcast live on Radio 3.

Open for art

Michael Clarke visits the newly refurbished Whitechapel Gallery



Whitechapel's extensive community and educational programmes. Twice daily Tuesday to Thursday until October 24, discussions and practical sessions for primary and secondary groups examining Hodgkin's use of colour, shape and mark are held in the main building and a specially prepared video on the gallery is available for sale or hire (free to ILEA schools).

This is far from being an exhaustive list of current activities. A contributory factor in the decision to extend the gallery, community education is further recognized in the appointment of an assistant, Jan Hunt, to Jenni Lomax. With a well-deserved, excellent reputation, the aim was always to build up the widest public for art and now these two energetic young women will be able to reach students in colleges, adult education and the unemployed as well as further their existing contacts with schools, day-centres, community groups, hospitals and other local institutions.

What is most admirable about this generous provision is the way the Whitechapel avoids any patronizing approach to educating the public. Taking advantage of the exceptionally large population of artists in the area (many of them exhibiting in the gallery) to teach to corporate and with well-established social relations at street level, visits to the studios of

Kevin Harrison and Don MacCollin are arranged and during the autumn term, Terry Farrell at Berger Primary School and Sue Lovell at Thomas Sutton Infants School will be artists in residence. At Redlands Primary School, the poet Stephen Watts will work in conjunction with visiting artists.

Only a few galleries can rely on comparable support from local educational authorities, institutions and commercial bodies. Even fewer use their resources as well. The architects' integration of the old with the new building could be a metaphor for the different ways in which this gallery has managed to integrate art and society but that rather detached nautical staircase might serve to remind all art organizations with public responsibilities that going up in the art world should always be accompanied by going out to meet the needs of their clientele. So far, the Whitechapel's record is exemplary.

Howard Hodgkin: Fifty Paintings, until November 3. Jacqueline Poncelet: Recent Work, until October 6. Opening hours Tuesday to Sunday 11-5pm, Wednesday until 8pm. For further information on community education matters, contact Jenni Lomax on 01-477-5015.

Radio 20 years on

Edward Heath said it gave him indigestion, Peter Walker said it should be called "The World at Glim" and a producer working on the first programme said it would never last. Even so, 5,000 editions, 30,000 interviews and 20 years later, *The World At One* (Radio 4) was justified in celebrating its birthday last Friday.

Sometimes weighty but (despite its image) never pompous, it is an unashamedly hard news programme of the right style and the right duration at the right time of the day. Its urgent tones are natural to a programme put together over the course of a morning. Despite this immediacy it has established a reputation for providing a reliable insight into how the day's news is developing and has become a programme on which politicians feel the need to appear and to be grilled.

It owes much to BBC Radio News' reporters and to its founding editor, Sorbonne-educated Andrew Boyle (a man who, in his spare time, undertakes little jobs like unmasking Anthony Blunt). His contribution was balanced by that of the Georgian newsmen, William Hardcastle, who presented the first edition with broken false teeth and seemed set on achieving the same effect ever afterwards. But besides Hardcastle (who died tragically just after the programme's tenth birthday) and Robin Day, which of its other presenters can you name? Among the current team are the long-serving Gordon Clough and Brian Wildacre: two fluent, perceptive, dryly witty and unassuming broadcasters. Mind you, neither has Hardcastle's idiosyncrasies. He could be disarmingly honest, as when (in the middle of a Russian name) he stated the totally obvious: "I can't pronounce this word very well."

There was also the marvellous day he forgot the name of the programme's presenter - on a day he was presenting. Hard to imagine Brian Redhead having the same lapse on Today. Nevertheless mornings are very much better now that he and Timperley are back from their hols. Today really does seem to rely heavily on this partnership and some of the holiday relief has been particularly duff, especially since its third best presenter, Michael Stewart, was allowed to escape to Television News. Meanwhile, on Monday mornings (when Redhead and Timperley are still recovering from Maclesfield and any questions?), some rather odd chemistry is or has been working: too often, that morning tea-time sound like Bubbles meeting the Ice Maiden.

David Self

Stereotypes

True Dare Kiss... By Debbie Horsfield. National (Cottesloe) Theatre. *God's Second In Command*. By Jacqueline Rudet. Royal Court Theatre Upstairs. *Torch Song Trilogy*. By Harvey Fierstein. Albany Theatre.

True Dare Kiss... tells of Phil, Nita, Beth and Alice, four Salford women. Accepting Northern socio-sexual stereotyping - men are masterful ruthless brutes, women submissive living dolls - their solidarity is spiced by female rivalry. Long-suffering Alice marries inarticulate Kevin, lately out of Strangeways. True to type he orders her about, keeps her short of money, batters her. Nita takes Alice into her hairdressing salon which flourishes under Nita's sharp-practice business methods. She excites the predatory wheeler-dealer, eventually to be listed on his bedside sex-rating scorecard. Danny is persuaded to employ Beth (mordantly funny punk) who has been anybody's since she was 12. Only Phil, living "equal" with a man at Bristol University, seems to break the mould. But she collapses vulnerably on learning of his previous woman.

Directed at running pace by John Burgess, and well acted, *True Dare Kiss*... comes across as a series of improvisations on dramatic clichés peppered with good laugh-lines. What starts promisingly is suffocated by a weight of unbelievable fictions which only reinforce national, class and sexist prejudices.

God's Second In Command, by a black writer for black actors, questions male stereotypes. Esme and Wallace have parted after 20 years of marriage. Their son Leo stays looking after him. Quiet, jobless, he dreams of being a pop-star. The dream comes true by sleeping with his promotor: he discovers his homosexuality, why he has always felt an outsider, and feels right at last. Jacqueline Rudet writes seriously about the feelings of moral, hardworking first-generation immigrants whose way of themselves and society is challenged by their children. Despite crude stagecraft (characters tell one another what they already know; there is a psychic unknown half-sister who knows all) *God's Second In Command* modestly states truth and invites understanding. Dona Croft's Esme is excellent.

No modest understatement about homosexuality in the combative spirit of the hit-song "I Am What I Am". Through three one-acters we trace Jewish homosexual Arnold's development from self-mocking drag-artist to self-asserting human being. Part One, physically more blatant than the New York production, is wickedly funny, crammed with one-liners that had the audience roaring. Two breaks new ground in its seriously witty examination of human love however manifested. Three faces homophobia and its consequences. Arnold's twin, a desecrated ovation, and Ian Sears' brilliant debut as David (Arnold's adopted son) are additional reasons for seeing a show which, in its concern for truth, stands above anything else in London.

John James

THE YOUNGSONG MUSICALS

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For children and about children - the Primary School favourite. Kit £7.70.

Fine Score/Script/Cassette Kit post-free.

YOUNGSONG M

Mix match

Red Bawl. Albany Empire Studio, Deptford.

Red Bawl is a West Indian term of abuse. It means "half breed". Leo Morgan played the half breed in question in this Basement Voodoo Arts production with ferocious sincerity. Eighteen-year-old Christopher Corbett's writing is in the same vein - veracious anger alternating with bitter edged humour. What's impressive about the play is that it spares no one - neither black nor white - from its youth-slanted examination of racial attitudes.

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The liberal YTS leader is a fairly easy target, but the Pentecostal mother of JoJo's girl friend is a wicked portrait of black sanctimony (beautifully played by Erlene Ononiyvare) which other writers might have played down for fear of causing offence.

The triumph of *Red Bawl* is that it exceeds its apparent brief. On the narrative level it's about mixing races. JoJo's tartish mum is white and his dad, who fled at the prospect of fatherhood, was black. The result is a teenager who can't decide whether to speak Rasta or Rotherhithe. He's black in the eyes of the whites he knows, and not quite black to the blacks, so he gets the worst of both worlds.

On a more sophisticated level, JoJo's experience mirrors the lot of many young British blacks born of West Indian parents - torn between images of "traditional" blackness (Rastafarianism) and those of liberal multiculturalism (tarnished somewhat by good old WASP racism. The two attitudes are exemplified by JoJo's friend Yogi, played by Corbinthim, who can also turn cockney at the flick of a switch, but unlike

JoJo he's in total control. The cockney is used only as a weapon. In the opposite corner from Yogi is JoJo's girlfriend Judith, who is equally at home with black or white, but earns herself an unjustified reputation as a "bawdy black" because her job is better than most.

On this more far reaching level JoJo (now standing for British born black youth) has conflict clearly aggravated by entrenched views on the two sides. His mother and Judith's mother clearly hate each other but they more or less collude in keeping the couple apart for much the same reason - a desire for racial separatism. The message is that all racism comes in the form of a legacy that youth can, with effort, reject. JoJo's failure to do so leaves us wishing he had, and is therefore cautiously optimistic.

Red Bawl is a promising piece of work from a new and very young writer, with clear ideas about racism. It's cheerfully overtaken in Paris by the young cast (who recently performed in New York) but doesn't pull any of its punches.

Nick Baker

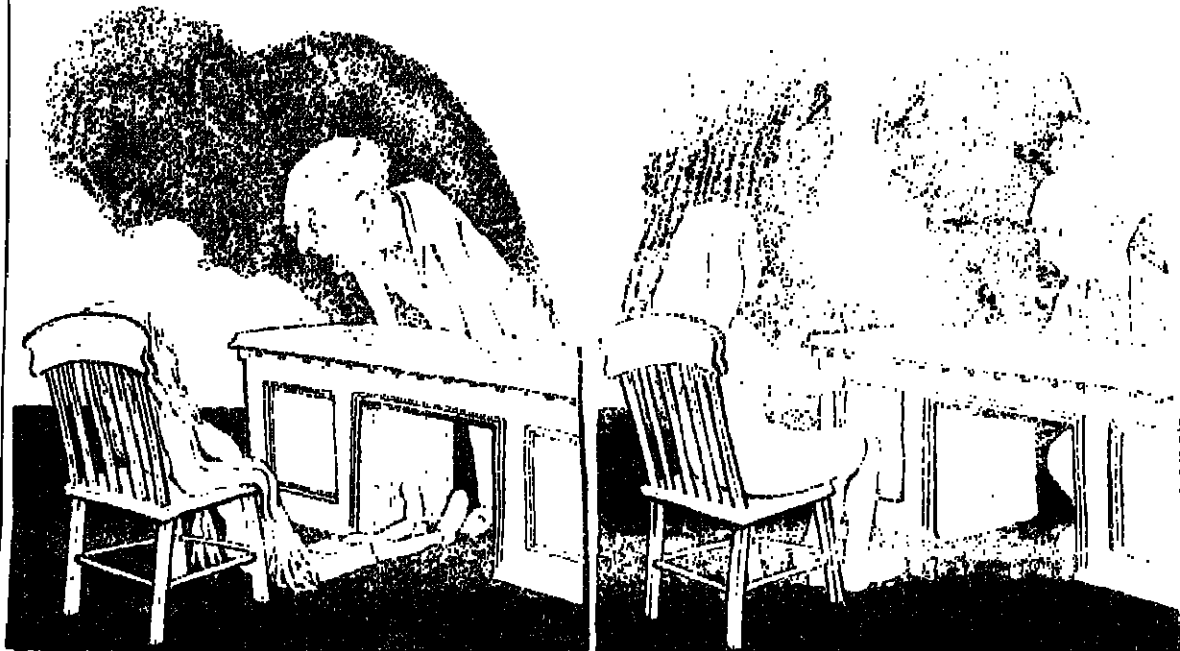
RESOURCES

How to succeed at Interviews

VHS
£29
Dillon Video Arts, 78 Abbots Park, St. Albans, Herts.
Learning From Experience: A training manual in personal effectiveness
Compiled by Colin Barnett, Ruby Chambers, Ken Longman
Macmillan
£25
School Curriculum Industry Project
Trade Unions
Industry and the Environment
Futures and Alternatives
CUP
Each Paperback £1.75
What is a Barcode?
Free from the Article Number Association
6 Catherine Street London WC2 5JB
Maths at Work
Units 1-12
£3.75 each pack
C U P

How to succeed at Interviews is a 23 minute video consisting of five examples of the do's and don'ts of interviews. The basis of the video is how to present and answer awkward questions when faced by an aggressive interviewer. Each example begins with an interviewee behaving in what is obviously a casual way. What follows is the supposedly correct manner of behaving at an interview.

The first situation is an aggressive interviewer at loggerheads with a girl who wants to be a journalist because she likes reading newspapers and magazines. This is in danger of becoming a sexist caricature - "wouldn't you find working with men distracting?" However, the same interviewee in a rerun of the interview confidently answers and develops what could be hostile questions. The second situation puts a young person in the position of choosing a job and provides useful pointers such as the careful drafting of an application, the choosing of references and the recognition as important



Face to face

Richard Evans on materials for Life Skills beginning with a video on interviewing techniques

of different kinds of experience whether they be work, social or educational.

The third interview is deceptively friendly, for a job in a bank. The fourth and fifth situations show the importance of reading the job advertisement properly and what not to do at an interview such as catching your coat in the door! Although some of the situations are obvious exaggerations the idea behind the video is good one and with planned use it could help many young people.

Learning From Experience is a de-

tailed manual for use with the teaching of Life and Social Skills with 14-19 year olds. It is directly intended for the core elements of the YTS schemes and the personal effectiveness sections of the CPE and TVEI. A helpful introduction puts Life Skills into the context of problem-solving, experiential learning and the trust that must exist between a tutor and trainee if successful learning is to take place. The aim of the manual is to develop skills which are set out in a matrix indicating primary and secondary categories of skill development. Nine units covering for example

communication, group dynamics and number and its application are developed by exercises and relevant resource material which can be freely photocopied. However much the debate about prevocational education. For example to suggest that "unemployment is not all bad and that there will be some advantages" as a basis for a brain-storming exercise followed by a group activity could be very easily misinterpreted. This is not a manual to be taken off the shelf and used without thought and preparation.

If it improves the quality of Life Skills courses it will have achieved its purpose.

The School Curriculum Industry Project was conducted in conjunction with the CBI and TUC and the Schools Council. Seven 32-page booklets have been produced of which three are reviewed here. The material is excellent with lots of photographs, cartoons and uncomplicated text. For example, the explanation of the internal working of a trade union considers union structure, policy making, union democracy in practice and the closed shop. All the issues are included and it is one of the best resources on trade unions that I have read.

Similarly, *Futures and Alternatives* has a fascinating section on how companies respond to changing conditions and markets. *Industry and the Environment* considers the issues of the firm and the community, the energy crisis in relation to industry and production and the consumer society. A good buy but I hope the publishers choose to build more on the overall presentation of the series.

Have you ever wondered what the digits and lines on the side of a biscuit packet or any product mean? Well here is your answer. The digits indicate a barcode symbol which uniquely identifies the product. The Article Number Association who administer the barcodes have produced a useful information pack, tried and tested, for use with children and students from six to eighteen.

Finally, *Maths at Work* is a series of materials which relates the use of mathematics to actual jobs and working environments. Originally collected for the Cockerell Report the booklets link a job to a person needing a specific mathematical skill. So in Unit 3, Jack who is a Quality Control Assistant needs to calculate the statistics for each production run for the food produced at her dairy. An excellent series.

The real Mozart?

by Philippa Davidson

CONTINUING EDUCATION

Mozart - his life with music

BBC

Six 50 minute programmes

Sundays, 10.55pm, BBC 1, beginning

October 13

Presented by Jane Glover with the

London Mozart Players

Love *Amadeus* or think it's sacrilege,

the film has done wonders for Mozart's

audience ratings. And he is eminently

televsual, as his brief life contained

plenty of incident, which is more than

can be said of the lives of Bach and

Scarlatti, who have been recent sub-

jects of TV documentaries. But, says

Paul Krivaczek, producer of the new

Mozart series, it is time the records

were set straight.

There would seem to be no better

place to start dispelling the fantasies

than with the music. Speaking soberly

from the keyboard, Jane Glover

moves into a minut, a perfect 18th-

century miniature from a six-year-old

genius. In the first programme, a taste

of things to come, musical quotations

abound: a movement of the First

Symphony, written when the composer

was eight, and the slow movement

from Number Four - "already better

than most of the symphonies written

by his adult contemporaries". Ms

Glover stops to draw attention to

unusually complex writing for viola.

There is an aria from Mozart's first

opera, *La Finta Semplice*, sabotaged

by

and an excerpt from Symphony 29 -

perfection at the age of 18.

If your expectations of a music series

about Mozart were towards powdered

wigs and spectacular shots of old

Vienna then this series will not appeal.

Paul Krivaczek feels that too much

"direction" detracts from the essence

of the composer and his music. Ian

Richardson's lounge-suited Leopold

Mozart is a splendidly witty portrait but

my first reaction was that the character,

despite its sensitive authenticity,

seemed remote when not played in

costume.

Father Leopold is one of the delights

of the first programme, whether he is

complaining about the cold weather or

the way the English bring up their

children. He is a concerned parent, if

an astute one, rather than a tyrannical

impressario - another bit of balance -

rebalancing on the part of the producer.

The researchers for the series have

unearthed a wealth of documentary

and photographic evidence. The back-

ground stills bring scenes to life in the

way that a studio set cannot. Everyone

knows the story about the composer

writing down *Allergri's Miserere* by

heart. But how many know the date

and the occasion. Programme one tells

us when and where.

MEDIA



Later programmes deal with the composer's success as a freelance musician, his career in the opera house, his acclaim and rejection by the court of Vienna, and the traumas of his unhappy marriage. Mozart is played by David Schofield and soloists appearing with the London Mozart Players include Marie McLaughlin, Tamas Vassary, and many others. The last programme centres on the Requiem and the composer's ignominious end in a pauper's grave. It is the

most moving of all, says Jane Glover, who admits she found it hard to keep back the tears when she was making the film.

Mozart - his life with music promises something for everyone with a serious interest in the composer, but a moderate amount of musical knowledge would be helpful. Teachers might well tape the programmes for examination pupils. It could just be worth staying up on Sunday nights to find out what really happened.

Bigger splash

CHILDREN'S TELEVISION

Splash

ITV, Tuesday, 4.45pm

September: Only days after the first programme has gone out, Thames Television is cock-a-hoop about its new series, *Splash*, 5,000 letters have already come in, a spokesman says; the kids love it.

October: Just as well, really. For the past decade ITV's attempts to establish a regular children's magazine have been dogged by the 25-year success of the BBC's *Blue Peter*. There was *Magpie* a few years ago; too close to the opposition, people said, despite the pop groups; and off it came.

Then there was *C8TV*, an infuriating, frequently silly show which pretended to be subversive, pirate entertainment cobbled together by a group of presenters (were they really all called Paul?) in Thames TV's boiler-room. Considerable controversy about that in *The TES* last year before it too had its plug pulled.

Now there's *Splash* which manages to incorporate the best features of both - and still stay recognisably different from *Blue Peter*. Well, sort of; there are, as there have to be, many similarities. Both shows are live (*Splash* has a studio clock to prove it), both use a mixture of filmed inserts and studio items, and both have three presenters - two men and one woman.

They, however, sum up the difference between the two shows. In contrast to the dependable professionalism of *Blue Peter*, epitomized by long-serving, ex-teacher Simon Groom, the *Splash* team are street or at least disco-credible.

They do not seem the type to go in for *Blue Peter*'s derring-do; on the other hand they have thrown themselves on the mercy of their viewers. Most of the 5,000 letters were suggesting items they should cover, and it is quite possible that the audience would like to see them man-handling field-guns or scaling Nelson's Column.

Only time will tell.

It should be pointed out that roughly three-quarters of the items on *Blue Peter* also start with viewers' letters (4,000 a week flood in throughout the year). *Splash* is hardly doing something new, and Thames readily acknowledges this. It has not set out to sink *Blue Peter*, its spokesman said. It recognises its eminence and sees the two shows as friendly rivals. Which is as it should be.

Hugh David

Birth of a genre

Robin Buss on "The March of Time"

The March of Time: On the March

C4

Wednesdays from October 9.

The *March of Time* was launched 50 years ago as a new kind of current affairs newsmagazine and this Flashback series (using extracts from the original *Time-Life* programmes, interviews with those who worked on them and a linking commentary) could be a starting-point for the study of some central issues in media studies. Because *The March of Time* set out to create a cinema equivalent of the printed newsmagazine, it pioneered what is now a familiar genre.

But it had largely to establish its own conventions and to do so without the resources of plentiful news footage, foreign correspondents and light-weight cameras available to a modern television team. Its solutions to these

problems provide some fascinating comparisons, showing the nature of conventions we take for granted.

Of course, newsmagazines had been a feature of film entertainment since the Lumière brothers and there was a solid tradition of cinema documentary. The first generally reproduced newspaper headlines, the second was dominated by aesthetic concerns. *The March of Time* broke loose from both, drawing its inspiration from investigative journalism in media studies. Because *The March of Time* set out to create a cinema equivalent of the printed newsmagazine, it pioneered what is now a familiar genre.

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Views on the news

publishers of the regional and local press - has launched a promising-looking scheme to enable teachers to use newspapers as a teaching aid.

The scheme is called *Newspapers in Education*. A coordinator, recruited from the teaching profession, has been appointed and has been carrying out pilot work with schools in Birmingham. A booklet has been produced for newspaper managers and editors, and the Newspaper Society is making

available an introductory piece of curriculum material for teachers.

It is called *Looking at Newspapers* and is a 10-session set of teachers' notes prepared by Chris Lyon, deputy director of the Birmingham educational computing centre. It is a first-class publication with a clear technical and factual introduction to how newspapers work, and numerous suggestions for follow-up work for pupils of all abilities.

Indeed, it can fairly be described as "newspapers across the curriculum" as the clearly detailed follow-up work ranges from mathematics in measuring up pages, to geography in asking what the difficulties are for a reporter sending back a story from the Himalayas.

Ironically, but perhaps inevitably, the teachers and pupils who complete the course will have a greater knowledge of the new technology in newspapers than most journalists in this country. But the reason for that will have to wait for a follow-up and more contentious set of curriculum materials on industrial relations in the newspaper industry.

Further information about the *Newspapers in Education* programme is available from the Newspaper Society.

David Lister

On-line services

in its classroom use. Assorted activities are suggested - ranging from on-line questions to major practical projects needing outside resources. There are brief notes for teachers of the few activities with definite answers at the back.

Names and Dates for Students is a 20-page, lavishly-illustrated chronology of the major advances in telegraph, telephone, radio, satellite and data transmission. In places, the illustrations obscure the text; and the symbols for different categories are too small to read.

The main puzzle is what use students could actually make of this catalogue of names and dates, though it is handy as a reference list for teachers - all too handy as a source of potentially dreadful multiple-choice questions. The reading list and suggestions of places to visit seem clearly intended for

teachers.

The *Story of Telecommunications* is told in four parts, of which only "1945-1980" and "1980 and beyond" are of more than historical interest. Each has a concise booklet of teaching notes, together with eight colourful "fact cards." Designed for upper primary children, these are attractively produced and the language level is only sometimes too high.

Unfortunately, the cards are very uneven in standard and time for which they would occupy children. "Early Inventions" has only two sentences of text and two pictures to look at, whereas "The Switchboard" has four paragraphs, three pictures and a question to research, and "How to make your own phone" requires cocoa this, string and scissors.

Although these materials present lots of interesting facts in a clear and attractive manner, my main regret is that too little thought has gone into making them practical for teachers to use without having to reorganize their teaching methods.

Jacquetta Megarry

notes

TELESOFTWARE

Prestel Education are now able to send computer software direct on to computer disk in schools. Their new telesoftware service offers schools and colleges programs from publishers, i.e.a.s and other sources sometimes, they say, at discounts of up to 50 per cent. Free samples of some packages to review before ordering are also available.

For further information contact Andy Terry or Chris Knowles at Prestel Education, Telephone House, Temple Avenue, London OH1.



NUCLEAR POWER

A new video which explains how a nuclear power station works has been produced by the United Kingdom Atomic Energy Authority for a young teenage audience.

Aimed specifically at the 12-14 age range the 15-minute video, "The Magic Metal: Uranium", explains the principles involved in splitting the atom and shows how this produces heat in a nuclear reactor to generate electricity. It is available, price £8, VHS or Betamax, from the UKAEA, 11 Charles II Street, London SW1 4QR.

AYCE

The British Computer Society has

Computer Enthusiasts in response to the

rapidly growing demand for an

association of young people wanting to

find out more about computing and its

applications. The BCS see AYCE as

making a major contribution to raising

the level of UK computer literacy and

alleviating the acknowledged skills

shortage.

Target membership is young people

aged 11-18 from all walks of life, who will

pay an annual subscription of £5.00. Or

joining members will agree to abide by a

professional code of conduct. Among the

benefits are: a monthly 16-page

magazine; discounts on computer

products; competitions; certification

schemes validated by BCS; advice from

local computing professionals.

For full details of AYCE contact John

Winston or Elizabeth Davies on 01-637

0471 or write to AYCE c/o 13 Mansfield

St, London W1M 0BP

DEVELOPMENT EDUCATION

The World Development Education

Project was set up to promote an

awareness of global issues in schools

with particular emphasis on the

relationship between developed and

developing countries. David Hawton,

Development Education Worker, of the

project, would be glad to send a list of

materials which secondary schools

might find useful as a basis for study.

David Hawthorne, Londonderry

Teachers' Centre, Magee College,

University of Ulster, Northland Road,

Londonderry BT48 7JE.

VIDEO

"Fast Forward or Pause? Developing

video work with young people" is a new

booklet from the National Youth Bureau

which looks at how video is being used,

and its potential for helping to focus

on elements of social and political

education.

The booklet by Peter Skelchey brings

together and assesses the arguments

for developing video work.

It costs £1.75 post free from the Sales

Department, National Youth Bureau,

1723, Albion Street, Leicester LE1 6GD.

CHILDREN'S TELEVISION

Splash

ITV, Tuesday, 4.45pm

September: Only days after the first programme has gone out, Thames Television is cock-a-hoop about its new series, *Splash*, 5,000 letters have already come in, a spokesman says; the kids love it.

October: Just as well, really. For the past decade ITV's attempts to establish a regular children's magazine have been dogged by the 25-year success of the BBC's *Blue Peter*. There was *Magpie* a few years ago; too close to the opposition, people said, despite the pop groups; and off it came.

Then there was *C8TV*, an infuriating, frequently silly show which pretended to be subversive, pirate entertainment cobbled together by a group of presenters (were they really all called Paul?) in Thames TV's boiler-room. Considerable controversy about that in *The TES* last year before it too had its plug pulled.

Now there's *Splash* which manages to incorporate the best features of both - and still stay recognisably different from *Blue Peter*. Well, sort of; there are, as there have to be, many similarities. Both shows are live (*Splash* has a studio clock to prove it), both use a mixture of filmed inserts and studio items

HARINGEY
LONDON BOROUGH OF
HARINGEY
Progress with Humanity

MULTICULTURAL
CURRICULUM SUPPORT
GROUP
Required as soon as possible,
Support Teacher, Scale 3.
For further information
please refer to display adver-
tisement on "Secondary. Other
than 5" Subject on Page 32.
(01310) 1100502

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

**MEDWAY DIVISION
WAYFIELD COUNTY
PRIMARY INFANT SCHOOL**
Wayfield Road, Chesham,
Kent
Required for January 1986 as
teacher for top infants. Scale
2 with responsibility for lan-
guage development.
Applications to the Head-
master with full C.V. and
names and addresses of 2 re-
ferences a.s.a.p.

**SWALE DIVISION
GROVE PARK COUNTY
PRIMARY SCHOOL**
Hilton Drive, Sittingbourne.

A teacher to be responsible
for the development of Muslim
children in the following areas:
2. The post calls for skills or
Curriculum Consultancy and a
creative approach to the
teaching of Islam.

The Application forms from
the Divisional Education
Office, 2000, 1000, 1000, 1000,
Lane of Remembrance, Sit-
tingbourne, Kent ME10 2DD
to the Director of the Division
teacher at the school by 23rd
October.

**CANTERBURY DIVISION
BARNHAM C.E.
(CATHOLIC) PRIMARY
SCHOOL**

Experienced teacher required
for Infant Department and
some home work.

ary 1986. Scale 2 post.
Letter of application to the
Head Teacher at the school is
Valley Road, Near Canter-
bury by the 25th October
1986 at the latest.

DOVER DIVISION
WHITFIELD PRIMARY
PRIMARY SCHOOL
Mayfield Avenue, Whitfield,
Dover
300 on roll
Required January 1986
Teacher for Boys Games and
Scots. Applications in writing to
the Headteacher at the school
will be received by 15th Octo-
ber and names and addresses of
two referees. (01358) 110026

**LEICESTERSHIRE
COUNTY COUNCIL**

**An Equal Opportunity
Employer**

**ADVISORY TEACHER
FOR ENGLISH AS A
SECOND LANGUAGE
(PRIMARY)**

SCALE 2/3

**Required January. Ap-
plications for the position
of Advisory Teacher for**

English as a Second Language (Primary) are invited from teachers with substantial experience of teaching English as a second language in primary schools.

**LEICESTERSHIRE
COUNTY COUNCIL**
An Equal Opportunity
Employer
**ST FRANCIS RC
PRIMARY (AIDED)
SCHOOL**

Dalby Road, Melton
Mowbray, Leics LE13 0SF

ROLL 291

SCALE 2

Assistant teacher re-
quired, practising catholic
preferred, holding a
catholic teachers' certifi-
cate of R.E. to take re-
sponsibility for art, craft
and science. An interest in
games and swimming an
advantage. Closing date:
18th October, 1985.

Please contact the Head-
teacher for further details
and application forms

MERTON
LONDON BOROUGH OF
MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL
OPPORTUNITIES
EMPLOYER
WIMBORNE PARK
PRIMARY
Bayside Road, London SW19
8JL
Tel: 01-946 4925
Head Teacher: Mrs L.
Harper
Age Range: 3 1/4 - 8 years
No: on roll: 290 rising to 311
Christmas
Wanted for January, 1986 x

enthusiastic and experienced teacher with an expertise in Language Development to advise and co-operate with colleagues in the multi-cultural first school.
Scale 2

CLOSING DATE: 18 October, 1985.

Application forms and further particulars of the post are available from the Head Teacher at the above address. Please send a stamped addressed envelope (01276) £11.00

**OXFORDSHIRE
COUNTY COUNCIL
COMMUNITY LANGUAGES
TEAM**
Oxford
Sex: Gender. Secondary: other than by subject - scale 2

100

Ealing

London Borough

EDUCATION SERVICE CONTRACT SUPPLY TEACHERS

A number of full-time posts as listed below are available to experienced Primary teachers. The teachers appointed will be deployed as necessary on a short term basis within a group of schools mainly to cover absences. Daily deployment will be pre-planned when possible. Conditions of Employment and arrangements for payment of salary are as for other established teaching posts in the Authority's service.

Islip Manor Middle	Northolt
Downe Manor First & Middle	
Vining Middle	
Gifford Middle Schools	
St Gregory's RC First & Middle	Ealing/
St John Fisher RC First & Middle	Perivale
Oldfield First	Greenford
Belham's CE First	
Belham's CE Middle	
Stanhope First Schools	Harwell
Gumell Middle	
Brentside Middle Schools	Acton
West Twyford First & Middle	
St Vincent's RC First & Middle	
West Acton First Schools	Acton
Berrymede First	
Berrymede Middle	
Heathfield Nursery	
John Peryn First & Middle Schools	
Southall Schools	

Scale 1 salary plus £1038 London Weighting, Social Priority Allowance payable in some cases.
Application forms (SAE) from the Chief Education Officer, Hadley House, 78-81 Uxbridge Road, Ealing, London W5 5SU to be returned by 25 October 1985.

(7450)

INFANT TEACHERS

Scale 1 Permanent Posts
January 1986 - For Newly Qualified and Experienced Teachers

Applications are invited from enthusiastic, newly qualified and experienced teachers, who are seeking the opportunity to teach children in the 4+ to 7+ age range in either Infant or J.M. & I. Schools. Some of these posts would be suitable for teachers trained or experienced with lower juniors.

Havering, one of the largest London Boroughs, is a lively and caring Authority. It offers excellent professional support for its teachers, at all stages their careers, including well over 100 in-service courses each term.

Havering is well placed on the edge of the Essex countryside and yet within easy reach of London and all its facilities, to which there is easy access by Public Transport both road and rail.

Application forms are available (see please) from the Director of Educational Services (Reference STAFFING/PM) Mercury House, Mercury Gardens, Romford, RM1 3DR. Closing date 25th October, 1985.

(8879)

PERMANENT UNATTACHED PRIMARY & NURSERY TEACHERS

Scale 1/2

Required January 1986 or as soon as possible.
This authority has an established pool of unattached teachers. These teachers are allocated to schools to provide general cover for short and long term absences and unfilled vacancies. Scale 2 may be available for suitable candidates. These posts are not suitable for probationers.

London Allowance: £1038.
Application forms (S.A.E. please) available from The Director of Education to whom completed forms should be returned by 22nd October 1985.

Education Offices: 379/383 High Street, Stratford, E15 4RD.

An Equal Opportunity Employer.

LONDON BOROUGH OF
NEWHAM

PRIMARY EDUCATION continued

NEWHAM
LONDON BOROUGH OF
NEWHAM
SILVERDALE COUNTY
PRIMARY SCHOOL
Barham Grove, Forest Gate E7 9AW
Head Teacher: John Freeman
Number on roll: 214 + 38 PT
INFANT TEACHER SCALE 2
Required January 1986
An enthusiastic infant teacher with a wide interest in art and craftwork such as will enable her/him to assist and advise colleagues throughout a primary school which also includes a nursery school.
£1,038 plus Social Priority Allowance (S.P.A.) (S.A.E. please) available from Director of Education to whom completed forms should be returned by 22nd October 1985.
Director of Education, Education Offices: 379/383 High Street, Stratford, E15 4RD.
An Equal Opportunity Employer. (01123) 110030

NEWHAM
LONDON BOROUGH OF
NEWHAM
RANEAUGH PRIMARY
SCHOOL
Corporation Street, Stratford E15 4JH
Head Teacher: Mr R. R. Jones
Number on roll: 230
CHILDREN'S PLAYERS, P.E., SPORT Scale 2
Required January 1986 or as soon as possible.
An enthusiastic class teacher required to join a well-equipped school with a foundation in these activities.
LONDON ALLOWANCE £1,038 plus Social Priority Allowance (S.P.A.) (S.A.E. please) available from Director of Education to whom completed forms should be returned by 22nd October 1985.
Director of Education, Education Offices: 379/383 High Street, Stratford, E15 4RD.
An Equal Opportunity Employer. (01123) 110030

NORFOLK
P.E. & MUSIC
SERVICE
AREA ADVISORY TEACHER
S.A.E. (S.A.E. please)
Required April, 1986.
The peripatetic music service has been restructured to produce five area advisory teachers and a vacancy exists in the Southern Area based in the Norwich area. Candidates have wide experience in all aspects of music and should be able to provide a high standard of primary school and they will be expected to become involved with workshops, courses, festivals and concerts. Guitar playing skills will be considered an advantage.
Travel and subsistence payable in accordance with County Council scales.
Application forms and further details may be obtained by sending a stamped and addressed envelope to County Education Officer, Education Offices: 1st Floor, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

NOTTINGHAMSHIRE
COUNTY COUNCIL
BLUE BELL HIGH JUNIOR
SCHOOL
Gordon Road, Nottingham
NG3 2LS
Roll: 1901
MATHEMATICS AND
COMPUTERS (Scale 2)
An enthusiastic teacher is required for January. Please state other interests.
Application forms available (see please) from the Head Teacher at the School.
An Equal Opportunity Employer. (09515) 110030

REQUIRED FOR 1ST JANUARY, 1986

- St. Alban's R.C. Junior and Infants School, Pontypool (N.O.R. 138)
Infant training teacher (Scale 1) - responsible for reception class. Practising Catholic with Catholic Teachers' Certificate.
- St. Michael's R.C. Junior and Infants School, Newport (N.O.R. 151)
Teacher for Middle Juniors; interest in one of the following: Music, Science or Environmental Studies. Practising Catholic with Catholic Teachers' Certificate.
- Cwmbran R.C. Junior and Infants school (N.O.R. 154)
Infant trained teacher for reception class. Music desirable. Practising Catholic preferred.

Application forms available from, and to be returned to, within a fortnight of the appearance of this advertisement.

- Mr P. Day "Jessamine" School Lane, Pontypool.
- Clerk to the Governors, St. Michael's School, Clarence Street, Newport.
- Father F. O'Donnell, The Presbytery, Our Lady of the Angels Church, Wesley Street, Cwmbran.

CLOSING DATE: 28.10.85

Went

OXFORD

WESTMINSTER COLLEGE
Oxford
Applications are invited for two posts of Lecturer in English Literature from September 1986.
ER 115000 LECTURER
From September 1986.
PRIMARY EDUCATION
with special reference to Language and Children's Literature.
PRIMARY EDUCATION
with special reference to Expressive Arts - Drama.

These new posts, in an expanding College, offer an opportunity to join an experienced and lively team in teaching and developing courses of ITT and INSET. Good qualifications and primary school experience are essential.

Further details from The Principal, Secretary, Westminster College, North Minksey, Oxford OX5 2AT. Tel: (01865) 247644.

The closing date for applications is 25th October 1985. (01435) 110030

RICHMOND UPON THAMES

LONDON BOROUGH OF
RICHMOND UPON THAMES
(An equal opportunity employer)
THE RUSSELL SCHOOL
Petersham Road, Richmond, Surrey TW10 7AH
Tel: 01-840 1446

SCALE 2 TEACHER FOR MUSIC PLUS 2/3 OUTER LONDON ALLOWANCE
Required for January 1986.
An enthusiastic infant teacher to be based at the school throughout the year. An ability to play the piano would be an advantage. A Scale 2 post is available for a suitable applicant.

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interesting, so we discussed other ways for an adult to improve his skills at maths. The children suggested calculators, computers, Unix, and fingers as aids. One child even suggested that a pair of glasses might help.

The group agreed that Silly Billy wouldn't have a well paid job. His house would probably be untidy. One child thought that he would not aspire to a house. A flat was more appropriate for a non-mathematician. Silly Billy's hobbies might include reading books to try to improve his maths, and watching television, even watching our "Junior Maths" programme to catch up with his friends. We then discussed whether the children thought that individuals were born clever at maths,

or whether success came with hard work. The group agreed "You become clever if you try hard". At the same time, the children were very eager to stress that some pupils are better at one subject than another. They emphasized that the more able had a duty to help weaker ones. Unfortunately, this is not an attitude that many teachers encourage in class.

According to the children, adults who are good at maths are usually well paid and have good jobs. They might be shopkeepers, bank clerks, teachers, insurance men, and milk men - "not the ones who deliver the milk, but the ones who collect the money". They might be bank robbers or "people who write maths books". Their houses are tidy and well organized. In their spare time they write maths books or make up puzzles. One suggestion was that they would make models or play on a computer.

When asked "Why do you think some people get the idea that they are not very good at maths?", the replies showed mature reasoning: "They only think they aren't, it doesn't mean they are not". One child thought it was because the person had not tried hard. This led another child to comment "Some people think they are no good, because when they were little they might have got some sums wrong and some people might have said they weren't very good". How apt this comment is. Mathematics is unique in the curriculum by nature of the way in which a pupil's work at the earliest age is marked either right or wrong.

Test the consumer's viewpoint in your own classroom. You may be surprised and enlightened. You will certainly be entertained!

Sheila Dyke teaches at Woolston CE Primary School, Woolston, Warrington.

New tools for the trades

Tony Fitzgerald on new technology and mathematics in employment

In 1983 the DES commissioned a study of the effects of new technology on the mathematics used at work, following an earlier study, "Mathematics in Employment, 16-18", which supplied data to the Cockcroft Committee. "New Technology and Mathematics in Employment" was to concentrate on kinds of employment pupils leaving school at 16 might enter at some stage, without having pursued full-time further or higher education. I therefore made visits to 29 companies covering a wide spectrum of applications of new technology, and observed and discussed employees' work with them.

In the four years since the previous study, the increase in microelectronic applications had been dramatic and was showing no signs of slackening: monitoring of continuous processes in chemical and glass-making; control of all kinds of metal cutting and shaping machines; assembling cars and scheduling cow feeds; quality testing of washing machines and colour prints; computer-aided design of bridges and suspension bridges; money transactions in banks, building societies, tourist agencies and supermarkets; accounting, stock control, purchasing, sales,

and numerous other office activities - to name but a few applications encompassed in this study. And there is an increasing range of employees now in contact with computers through keyboards and VDUs: workers on assembly lines, machine operators, the stockman in the milking parlour, secretaries, clerks and cashiers of all kinds, as well as craftsmen, laboratory technicians, designers and managers. The main report contains an extensive collection of examples.

I was surprised how readily employees had adapted to new technology and by their enthusiasm for it. Some employees who had "hated" arithmetic at school were quite enjoying working with numbers on the machines. At any particular level of occupation adaptability did not seem to bear any obvious relationship to mathematical attainment at school.

The user-friendly nature of modern systems is an important factor here; so too is the absorption into the systems of many of the time-consuming and error-prone calculations employees had to carry out in the past. Consider the amount of arithmetic (and other mathematics) which employees have to perform directly, falls dramatically where new technology is introduced, although in most situations employees still have to perform some computations. For example, systems are usually designed initially to cope with the frequently occurring tasks, less common ones being left for employees to do; again, correct entry of data is crucial and one common way of checking this is to require an employee to repeat certain critical calculations, already performed by the computer, and compare results. As in non-computerized situations, these activities will normally be carried out using a calculator, traditional longer written methods for the four rules and percentages becoming increasingly rare. When systems are updated, more of these arithmetical tasks are absorbed and the use of calculators is also reduced. Sometimes an employee is required to look out for rogue results, but will usually do this by knowing what to expect and not by means of an approximate calculation.

The full potential of microcomputers was far from being realized. In a typical example, such a machine was being used solely for keeping records, while elsewhere in the same room clerks were busy drawing graphs of sales data by hand and hectoring working out bonus calculations using calculators. I will be surprised if this does not change as people become more aware of the power and relative ease of use of spreadsheets and graphics packages, without the need to know a programming language.

Some jobs consist merely of entering data into the computer; requiring no understanding of the mathematical processes performed on it. More often, some understanding of the arithmetical processes involved is desirable and at times essential if the overall task is to be completed satisfactorily. In relation to computer-aided construction of graphical representations of data and technical drawings, the traditional practical skills become redundant and calculations are minimized, but the need for understanding the application of the mathematical concepts involved - coordinates, proportion, geometrical relationships, etc. - remains, with a shift in the latter case towards elementary transformations in

the plane. Many employees now have to make sense of the information appearing on screen or print-out, which sometimes makes new demands. For instance, chemical-plant operators, recruited originally for manual work and later transferred to a computer-controlled process, found themselves having to assess numerical and graphical data on a VDU.

How far one thinks schools should go in following trends such as those described above will depend on what opinion is held about the school's role in preparing pupils for the world of work. There is little hope of schools keeping pace with technological developments in industry and commerce and it may be misguided to attempt to prepare pupils too specifically in relation to them. Nevertheless, it would seem equally misguided to ignore current trends or fail to learn lessons from them. Calculators and computers, like all tools, can enable people to do more easily some things which they could not do by other means and to do so more cheaply. Are schools taking advantage of this in the teaching of mathematics as positively as they might, especially for the less able pupils? Has the time come when we could release pupils from the repeated practice of, and for many repeated failure at, traditional written methods for longer calculations, including percentages? Evidence from this and other studies shows that understanding of the concepts and when to apply them, which remains as important as ever, is not necessarily related to the level of competence achieved in these skills. If ways can be found of developing understanding with the aid of the kinds of machines pupils are likely to use after leaving school, perhaps there will be an increased likelihood of the mind by this association?

Smaller questions can be asked in relation to other areas of mathematics such as algebra, geometry and statistics. There could be considerable potential here for linked spreadsheets and graphics packages, and computer-aided draughting and design might be a particularly helpful general preparation for work, and indeed for their lives apart from work. If pupils could explore applications to routine tasks, problems and investigations amenable to a mathematical approach.

Other broader issues, which can have effects on the teaching of mathematics, are also considered in the study report. Current unemployment is allowing employers to demand new recruits a high level of attainment in mathematics at school, although the technology may not require it. Conversely, some employers are surprised by the capabilities of YTS trainees by whose attainments at school were far lower than those usually demanded. The report shows that neither teachers nor employers have yet come to grips with the full implications of the microelectronics revolution.

A summary report is available on request from the Publications Despatch Centre, DES, Honey Pot Lane, Slough, Middlesex SL4 1AY. The main report, priced £20.00, is available from the Department of Curriculum Studies, Faculty of Education, University of Birmingham, PO Box 363, Birmingham B15 2TT, where Tony Fitzgerald is a lecturer in education.

EXTRA

The litre and the pint pot

"Who can blame pupils for being confused . . . ?" Robert Barfoot on metrification

Are we really serious about metrification? Or are we just inching our way towards it? The argument against the decimalization of money - that we should have waited till all the old people were dead before introducing it - seems to be the guiding maxim of successive governments with regard to metrification.

In 1965 the government announced its commitment to metrification "within ten years". In 1966 the date of introduction was to be February 1971. Textbooks were changed and new materials purchased as the teaching profession sought to prepare generations to come for the metric world of the 1970s and 1980s. The rest, as they say, is history. What we have seen is an ever widening gap between education, where the metric system is universally used and taught and real life, where a form of what can only be described as "polite metrification" has taken place.

By "polite metrification" I mean the introduction of metric measures into facets of our lives where they are guaranteed to cause the least upset and the least outcry. But this cannot be true. I hear the claim. Look at all the areas in which the metric system has been introduced. Precisely! Just look at them and ponder on the intentions of the successive governments involved. The most immediately obvious example of polite metrification is the introduction of litres into petrol stations. With the rocketing cost of petrol and the introduction of self service, how many people pay any attention whatsoever to the "40.1p." or so plastered above the till-displayed price per gallon? Most of us either fill the tank or buy petrol in fixed monetary amounts - £5 worth, £10 worth, etc. Not for a moment does the idea of litres impinge upon the motorist. The government, of course, can be relied on to back metrification to the hilt. Petrol tax is increased by so much per gallon, government fuel economy figures are quoted in miles per gallon and MPs debate about the price per gallon, despite the fact that most petrol stations have not one pump which is calibrated in gallons and that most schoolchildren have not heard the word "gallon" used in school for almost 15 years.

On the supermarket shelves everything is now metric with no coverings imperial weight or capacity alongside. But when was the last time anybody bothered to actually look at the weight of a tin of beans? Who searches for a 930g packet of washing powder instead of selecting a Super Jumbo Economy Size?

When the actual measurements are largely irrelevant to most people's choice, metrification appears. If someone might notice it, strangely it doesn't. You can buy litre bottles of fizzy lemonade where once you bought a Super Giant Size, but you still have pints of milk and pints of lager. The reason is plain. People speak about "pints" and have an idea, with varying degrees of familiarity according to intake, of what a "pint" is. Thus, when full metrification comes the pint will, it has been announced, be retained. What? An eighth of a non-used gallon? Half of a non-used quart?

Quality tool

Revision Notes and Model Answers for A-Level Pure Mathematics. By D J Heath. Stanley Thornes £3.95. 0 85950 153 1.

In these days when costs are ever galloping upwards, there are sound economic arguments favouring books which are not so large, nor as elaborately comprehensive, as was once thought desirable. Dr Heath's compact work, sound educationally and in quality of teaching, may be expected to do well.

He includes "the main principles of each topic, summarized and illustrated

by worked examples selected, where possible, from past examination papers". There are also adequate examples in sets of exercises for the student to work, with solutions also provided for these.

The conventional basic A-level programme is covered in 16 sections, mostly filling about a dozen pages each. The notes (definitions and formulae, procedures and techniques) are intermingled with the illustrative examples. Sufficient information is included to serve as an aide memoire but there is no intention to make the book a teaching text. Indeed such an attempt would defeat the author's evident plan to provide a quality tool at a modest price. The strength of the work lies in the efficient way in which the detailed solutions illuminate the principles of the mathematics involved

while at the same time supplying pointers to good practice in answering examination questions.

The essential A level course is adequately dealt with. Applications of differentiation and integration, and the introduction to differential equations, might be more detailed and wide-ranging in a different sort of work. Also, one misses such items as groups, matrices, and determinants from the index, while (for instance) hyperbolic functions are not prominent in the text.

But it may be assumed that the book is not designed for scholarship candidates. The target must surely be the average A level student who will be satisfied to have achieved an average pass. It is, well and truly met.

What then can be done about this ludicrous waste of time, money and intellectual effort? Educators and leaders of industry must harry the government to commit themselves to full metrification within let us say, two years. When in 1976, the government of the day decided not to proceed with a second reading of the Weights and Measures (Metrification) Act, they effectively transformed all metric teaching in school into a charade unrelated to how people live. We must rectify this and bring our teaching back to mesh with our children's lives.

The government's gradualist approach will simply not work. Nobody gives up their familiar units without screaming and kicking. Even the French, who first devised and then introduced the metric system in 1799, were forced 38 years later to pass an act banning the use of all other units. If there are some who see the rapid introduction of the metric system as an infringement of their liberties, it is worth remembering that there were those who defended vigorously their right to decapitate themselves by hurling through a windshield, safety belts, but free. Metric units cannot be dismissed as a strange Continental product, like horse butchers or Charles Aznavour. They are what is being taught in our schools, they are here to stay and they must be fully introduced.

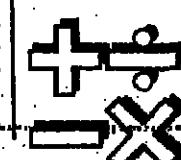
But what about the cost? The biggest expenditure would probably be incurred in the alteration of road signs. A simple idea, such as mass produced black-on-yellow numerals on metal plates of varying sizes, would enable squads of "flying metrifiers" armed with no more than conversion tables and a pop rivet gun, to convert most road signs in an area within a year or two. The distinctive black-on-yellow numerals would signify that the sign had been converted to kilometres and avoid ambiguity and confusion. The cost of such an exercise would not be too prohibitive given the economies of scale and the ready availability of labour. The major problem, of course, is political will. Nothing brings down the cost of any project like an upsurge of the will to see that project succeed. We should start our campaign now and continue until full metrification, bearing in mind that if we give the government an inch, they'll probably keep it.

Robert Barfoot is Assistant Head Teacher at Lorne School, Edinburgh.

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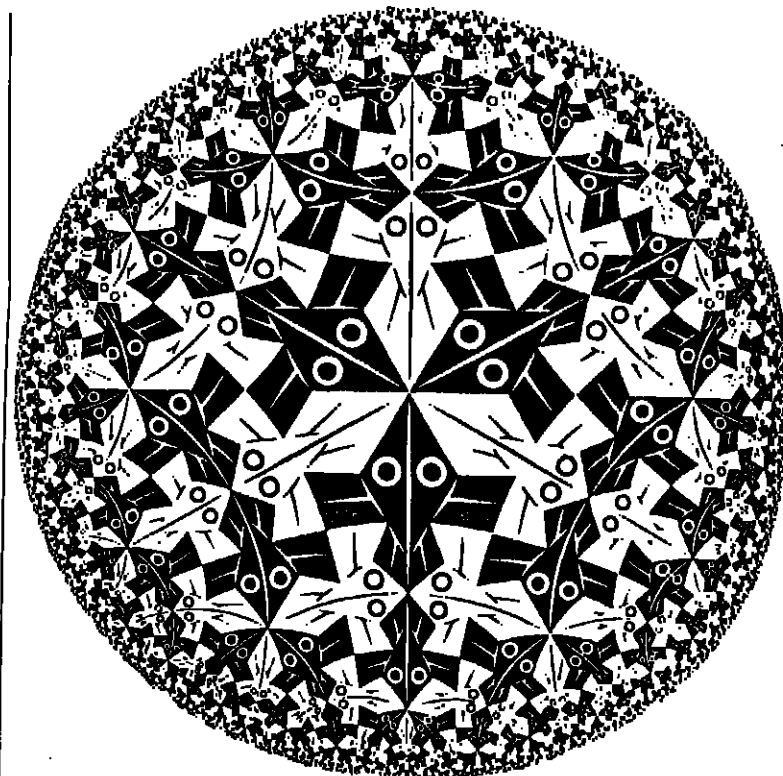
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Working with teachers

John Mason on the use of classroom video to promote discussion on teaching



"Images of infinity" in the ATM Leptons' insight series aims through springboards for activity and thinking to get inside different areas of mathematics. Compiled and written by Ray Hemmings and Dick Tehta. It is distributed by Tarquin Publications, Stroud, Glouce, D10 2B, 01453 31 01, £6.95 paperback (32 p).

Teaching is a difficult task at the best of times, and one of the many factors is the isolation. Once a lesson begins, the door is closed, and the teacher is alone with the pupils. There are few opportunities to observe colleagues teaching. Except in rare situations where team-teaching is possible, it is unusual for teachers to be able to teach together and to share ideas. Could videotaped lessons fill this gap? A taped lesson would enable a group of teachers to share a teaching/learning event, and thereby foster effective discussion.

The Open University Centre for Mathematics Education has been involved in the taping of a large number of lessons, both for undergraduate courses, and more recently for in-service packs. An integral part of our work has been to show videotape extracts of lessons to groups of teachers, and to work on how to get the most out of ensuing discussion. From our experience we conclude that there is great potential, but there are a few more hurdles than one might have suspected initially.

Hurdle 1: Is what is seen on the tape what actually happened? What is shown on a tape is not "the lesson", nor even a teacher's eye view of a lesson. A camera is by its very nature selective. It cannot quickly scan a room the way a teacher can, it cannot quickly tune into what is going on at a distant table, it has no peripheral vision. A camera can, however, reveal aspects that most teachers do not have time to notice: for example, the facial expressions, gestures and body posture of several pupils simultaneously. Also, we can study some aspects of what happens when the teacher is not present.

Hurdle 2: Video has a particularizing quality. Watching a tape affords the luxury of focusing on all sorts of visual and aural detail relating to the particular event. It is very easy then to fall into a trap of over-emphasizing minor details, and passing judgement on what we see. If the purpose of looking at taped lessons is to promote discussion of issues, then it is helpful to avoid judging the taped event and to turn instead to analogous incidents in each participant's experience.

The taped event is most powerful when it acts as stimulus to more general observations. Sometimes people watching a tape need to be reminded that what is important is not the minute detail of the event they are watching, but the memories of their own teaching which are evoked. We have often found that participants become very heated about and involved in details of what they see, but that much more useful discussion takes place when they are invited to relate what they have seen to their own experience.

Hurdle 3: No matter what precautions are taken, most people react to taped lessons by picking holes in them. The weaknesses in others are far more apparent than in ourselves, and teachers often seem to expect that a videotaped lesson is going to be perfect in every respect. Curiously, we have also noted the converse effect. On seeing a smoothly conducted lesson, some teachers respond with "I couldn't do that - it's not my style". Our experience suggests that although the term "good practice" is frequently used, it means all sorts of different things, and that no one lesson, or part of a lesson, can unequivocally be said to be "good practice".

However, it is often the case on watching a lesson that we notice some aspect of what a teacher is doing, isolate it, distinguish some general principle, and try out something similar ourselves. There is an interesting analogy here with what teachers expect of pupils. Teachers give pupils examples and expect them to see through the particular calculations to the general method. So, too, teachers watching videotapes might be expected to see through the particularities to more general principles and issues.

Hurdle 4: Real time is very slow. Rarely have we been able to show more than about 10 minutes of a lesson before people bored, or even exploded

into comment. Watching the routine aspects of teaching - setting up a lesson (which always takes much longer than you thought!), moving between groups, answering routine questions, etc - seems to take an age when watched on tape. Furthermore, watching pupils struggle, or watching a sensitive teacher listening and only gently prodding, soon produces viewer-boredom.

Yet it actually takes a long time for pupils to see things for themselves. Viewer-boredom may partly be due to the selective nature of the camera, as mentioned earlier, but partly it is due to the fact that teachers rarely get to watch pupils really working by themselves. A teacher's eye-view of a classroom is dominated by the pupils who are stuck or are likely to cause trouble. When a group is working quietly and well, a teacher naturally attends to where the "action" is.

For these reasons, we have found it best when making our tapes to edit lessons by picking out brief episodes that we think will promote discussion. We hope to be able to make our raw tape available to people interested in more detailed study of particular lessons, but for the distributed tape, we try to make maximum use of the relatively short 90 minutes to sample a variety of classrooms and teacher styles. The major weakness with short extracts is that you don't see the events leading up to, and following on from the part shown.

Hurdle 5: The mathematical content of the extract absorbs a lot of attention. We have found that people often don't notice what the teacher is up to because they are transfixed by the mathematical ideas. This suggests that their attention may be primarily on the mathematics, on what is "right", rather than on the thinking processes of the pupils, and on how they are talking about what they are seeing.

Although the hurdles are numerous, there seem to be one or two general principles which can help a group surmount them. We know that although it seems helpful to air views and prejudices, something more is needed if the discussion is to have practical effect. We take as our basic axiom that discussion is more fruitful when it penetrates beneath the clichés of education - "relevance", "understanding", "confidence", "investigation and problem-solving", "practical work", etc. In the case of videotapes, we have found a number of reactions which block fruitful discussion and serve only to bring it back to the surface. For example:

"I wouldn't let that teacher in my classroom!"
"My pupils wouldn't (couldn't) do that!"
To counter these we have developed

two techniques for helping people avoid superficial reactions, by deflecting their attention either to what they actually saw on the tape, or to their own experience. It seems that discussion becomes unproductive when personal experience merges into unthinking interpretation of what is actually seen on the tape.

Technique 1: Viewing is followed by one or two minutes during which participants are asked to replay the sequence mentally to themselves. It is often helpful then to get people talking in pairs about the bits that struck them most, and why. The purpose of the silent replay is to try to get participants beyond their initial reaction of like or dislike.

Technique 2: We find it useful to distinguish between giving an account of what you've seen, and accounting for it. Thus if people start jumping into comments about pupil emotions or feelings, or "bad practice" by a teacher, we invite them to first give an account of a particular fragment of the tape, and, if necessary negotiate their description until everyone agrees that they saw what was being described. Sometimes, it may be necessary to replay the tape to achieve unanimity. Then, and only then, is interpretation allowed, which purports to account for what has been agreed. Almost always participants are surprised to find that several different interpretations emerge, which give rise to fruitful questioning of perspectives.

We think that the maximum benefit from watching videotaped lessons will come about when people view a short segment, agree an account of what they have seen, discuss and elaborate any issues which arise, and then set themselves the task of looking for relevant episodes in their own teaching. These episodes can be offered succinctly to the group as examples, and in this way, a meaningful vocabulary can emerge, enabling participants to reflect on teaching and learning with new precision.

Our experience has been based on the use of taped lessons shown as part of the OU course *Developing Mathematical Thinking*, and more recently, on *Working Mathematically with Low Attainers* produced in conjunction with the Mathematical Association and the DES, and available from the M.A. and *Secondary Mathematics: Classroom Practice* (90 minutes) produced with help from the DES and soon to be available from the OU Learning Materials Resources Office, (£10.50). The Open University, PO Box 188, Milton Keynes, MK7 6DH.

John H. Mason is acting director of the Centre of Mathematics Education at the Open University.

EXTRA

One-to-one perspectives

Douglas Quadling on the work of the Assessment of Performance Unit

One might have thought that we have been teaching children mathematics long enough for there to be no surprises left. But the responses of children to the tests carried out by the Assessment of Performance Unit over the past few years have aroused a great deal of interest, and have set us thinking again about children's reactions to mathematical questions.

It was the Cockcroft Committee which suggested that the findings of the APU - originally set up with the aim of "assessing and monitoring the achievement of children at school" - were a "potential source of very valuable information for those who plan mathematics courses... as well as for all who teach mathematics". Their advocacy led to the funding by the DES of a small team, based at the Cambridge Institute of Education, whose brief was to appraise the work of the APU "in such a way as to draw out its educational implications". The report of the appraisal will be published by the DES with the title *New Perspectives on the Mathematics Curriculum*. Copies will be sent to local education authorities, teachers' centres, and teacher training institutions. It is planned to supplement this with additional materials designed to help schools to carry out further investigations for themselves.

It is too easy, when correcting a child's work, to put a line through a wrong answer with some brief comment such as "brackets", "you want area, not perimeter", or "zero left out". The error may be put down to carelessness, or perhaps we think it can be cleared up by a short explanation. But when the same response is repeated by thousands of children (the APU tested about 130,000 in all, half at age 11 and half at age 15) one begins to realize that there are more fundamental issues involved. And the evidence is all the more useful because the testing spanned the whole ability range in normal schools.

Most telling of all are the insights into children's mathematical processes

provided by the one-to-one practical testing. Few teachers have had the opportunity of sitting with a single child for an hour observing the performance of mathematical tasks; but many of those used by the APU in this part of the programme came away convinced that this is something for which time has to be found. Clearly children need far more opportunity to "think through their hands", to make tentative experiments, and to negotiate mathematical language than is allowed to them in the average classroom. The results of these tests are not easy to communicate, and they do not lend themselves to statistical presentation; but the APU is soon to distribute some examples on videotape to I.E.A.s, and hopefully these will prove sufficiently provocative to encourage teachers to try experimenting along similar lines for themselves.

Much of the public reporting of the results of APU tests has concentrated on children's errors and failures. But faced with the actual evidence, one is impressed by the amount of "mathematical common sense" they display. For example, at age 11, 95 per cent of the children tested were able to make a label to go round a can; and 75 per cent successfully answered how many potatoes would be needed to cook a meal for six people, given that for 12 people one would need 18 potatoes. These may not be the greatest of mathematical achievements, but they do indicate that most children can proceed sensibly when faced with a mathematical situation to which they can relate.

What they find much more difficult to handle is the language, the conventions and the notation through which mathematics is presented. Thus, given that 2.7 metres of cloth makes two equal-sized tablecloths and asked to find how much cloth is needed to make one, 27 per cent of 11-year-olds correctly answered 1.35 metres, but a further 31 per cent gave 1.34 metres; or one feels that in practice they would measure it out correctly. By contrast, the abstractly presented question "2.7

+ 2" produced only 17 per cent of correct answers, and 21 per cent gave the totally meaningless response "1.3 r 1". Again, in an algebraic question about the distance round a polygon, for which the correct answer (given by 48 per cent of 15-year-olds) was $3a + 2b + c$, answers such as $a + b + c$ and $a^2 + b^2 + c^2$ were offered by a further 17 per cent; they are wrong, because we say that they are wrong, but they are not "unreasonable". The children knew what to do, but not how to write it.

Some of these difficulties have been recognized by researchers in the past, but have not previously achieved the status of "working hypotheses" which teachers could use in the classroom. For example, a recent article in these columns by the APU monitoring team putting forward the theory that, in ordering decimals, many children are under the illusion that the "largest is smallest", provoked a comment from a correspondent that this was not a new finding. But now that it has emerged through the APU testing, we can recognize that it is not just an error perpetrated by "research children", but that it might be one that is made by our pupils. The experience of the Cambridge appraisal team has certainly been that the APU findings have the

capacity to stimulate fresh thinking and debate in the staffroom about children's mathematical behaviour.

It is part of the received wisdom of mathematics teaching that "word problems are difficult", but the evidence from the APU tests hardly bears this out. At age 11, almost as many children (just under 90 per cent) could correctly give the answer to "50 x 2" when it was asked in the form "John has 50 sweets; Peter has twice as many as John. How many sweets do they have in all?" as could give the answer to "What number is 5 times as big as 20?" produced a success rate of only 61 per cent, with 15 per cent giving an answer consistent with division, ie 4. In a similar way, use of words, such as "perimeter" and "perpendicular", rather than "distance round" and "at right angles", had a markedly depressing effect on children's performance. One is tempted to suggest that the introduction of such terms needs much more care; and indeed to ask whether for some pupils they are necessary at all.

This is not to suggest that language, conventions and notation are unimportant. One can get so far with common sense, but there comes a time when technical terms must be correctly understood and procedures formalized before mathematics can be effectively used at a higher level. However, what is suggested by the APU test results is that many teachers (and textbooks) may be attempting to communicate mathematics to children using forms of words and symbols which do not have

meaning for them at that stage. This is very clear from a wide range of attempts to formulate objectives for the mathematics curriculum, for example for transfer from primary to secondary school or for the GCSE; the expectations implied by some of these documents are certainly not matched by the evidence from APU tests. One has to ask, why the hurry?

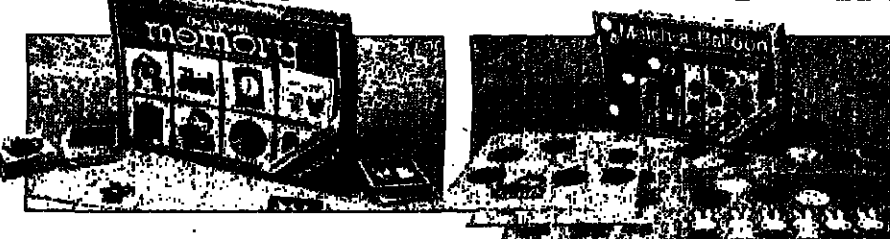
The Cockcroft Report asserts that "Mathematics is a difficult subject both to teach and to learn". There is undoubtedly a sense in which this is true; it is a form of thought that demands a discipline and precision which does not come easily to many. But there is at least a suggestion here that we have been making mathematics more difficult for children than is necessary; and that if we had a clearer idea, through observing and listening to children, of the conditions which they need for successful learning, then fewer of them would look back on mathematics lessons as an experience of failure.

There is no doubt that in the reports of the APU mathematics testing, and especially in the five-year retrospective report soon to be published, there is an invaluable supply of data of interest to mathematics teachers. But the reports are a source of questions rather than answers; and the only place where these questions can be answered is the classroom.

Douglas Quadling is mathematics tutor at the Cambridge Institute of Education.

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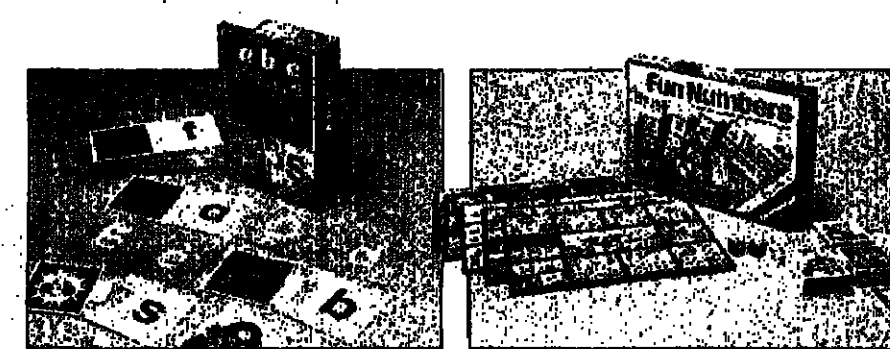


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EXTRA

Sharing perceptual space

Children must be given the opportunity to explain their thinking, writes David Kent

Anyone who has ever taught young children knows that there can often be a magical element of surprise in the remarks they make. Their flexible, fresh minds, uncluttered by experience, tradition and rules sometimes perceive and interpret situations in a way that is very different to our own.

To some extent this flexibility of mind is not seen to be akin to learning mathematics. For many people the subject is one that is rigid, precise and not open to freedom of interpretation. Such a view would not stand up to surveillance under the critical eye of great mathematicians, many of whom became creative by being flexible, breaking rules and having unusual perceptions.

There must inevitably be tension between the need to teach children about the precision of mathematical forms and encouraging them to be imaginative within the subject. This is an obvious dilemma. For a long time now, I have believed that children can sometimes be deemed to get something wrong, whereas, in reality, they are merely perceiving the situation in a way that is unclear to us. But under a more critical analysis are seen to be perceiving it in a way that is not clear to us. I should like to illustrate this with a few cases.

Richard's car journey

Imagine the scenario. You are driving along a fairly traffic-free motorway one evening in June. Richard, a four-year-old, is strapped in his safety harness on the back seat. Suddenly he stretches up to look through the front window of the car. On seeing just one motor car about 30 or 40 yards in front of you he says quite casually:

"That car is a long way behind us."

What would you do, what would you say to him?

Although I have put this question to hundreds of teachers in both formal and informal settings, no one has actually been able to unravel Richard's perception of the situation. So many thought, as I did, that the lad was

confusing the words behind and in front. Realizing that this was not the case I began to consider the less obvious possibilities such as: he was looking through the driving mirror; he was making some reference to the back (behind) of the other car.

It took a long time to draw out of him his meaning. Four-year-olds are not always articulate, because of their limited vocabulary. After questioning him about this, that, and the other, trying to see what he meant, Richard became a bit frustrated and yelled:

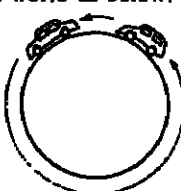
"It is a long way behind us."

He laid emphasis on the word "long". This was important, for in all my searching I had been working on the word "behind", not "long". So I changed my track:

"Why do you say it's a long way behind?" I asked him. "It looks pretty near to me."

He was shocked when he said: "The world's round."

Just picture it; two cars A and B on a spherical world as below:



You can see it in two ways. Either car A is just in front of car B or A is almost the whole circumference of the world behind B. So that other car was a long way behind us.

Many years after the car journey something similar occurred at school. Martin was one of the brightest lads the school had ever seen. So much so that it was a surprise to us that he had been unable to do his homework problem on bearings, ships, light-houses and such.

"Come on Martin it's easy", one of us said. "Just get the picture right and use a bit of trigonometry, co-sine rule and all that."

This was the first problem of this type that Martin had been asked to do. Even so, his response was another shock.

"You can't do that", he said. "Why not?"

"Well, you are not given the radius of the earth. And anyway I did not realize you could use trigonometry on surfaces that are not flat."

Of course, the boy was right and although he accepted that to do all these O level trigonometry problems we had to believe in a flat earth, he was far from satisfied.

Mary's test

Living just over the county boundary means that Mary, aged 8, does not have to take the county test for eight-year-olds. However, her father, a headteacher in the county, thought he would like to see how she would have fared. So he asked to do the test at home.

One of the questions read: Put a ring around the odd number out: 92, 46, 38, 23, 74. According to the person who set the

test, the correct answer is 23, all of the other numbers being even. So having circled 38, Mary would have been marked wrong. In her father's opinion, Mary is a very bright girl, so he asked her to justify her choice. Her response should act as a warning to anyone who ever marks anything wrong without giving children an opportunity to discuss their answers.

"What I spotted", Mary told her father, "is that when you have a smaller number in the list, if you double it you get one of the bigger numbers."

She continued with her explanation: "If you double 23 you get 46, and if you double 46 you get 92."

So because you've got 74 the other number should be 37. But someone has tried to trick us by putting 38."

Few could deny that Mary's response was anything but perceptive and good. Certainly to mark wrong would be a travesty of mathematical justice. Whenever questions on number patterns or sequences are set, children must be given an opportunity to explain their thinking. Alison demonstrated this in classic style.

Alison's sequence

The test question put to seven-year-olds read: Write down the next number in the sequence: 1, 3, 5, 7, 9, —. According to her teacher, Alison was a very bright, perceptive girl; so we were surprised with her reply of 14. I suppose that in Richard or Mary's case we might just about be able to fathom out their reasoning without discussing it with them. After all, there is something about it which is independent of the child. Not so in Alison's case.

Circumstances placed me in the privileged position of being able to spend time with Alison, talking about the test:

"Do you remember this question?" I asked.

"Yes."

"Can you remember your answer?" "Yes, it's 14", she said. "How did you know?"

"That shocked me. 'Tell me what you mean', I responded."

"How did you know about our family? That there is six of us kids. The baby is 1, our Ben is 3, Jill is 5, then there's me, I'm 7, Peter is 9 and our Lucy is 14", she told me. "How did you know about us?"

"Oh, it's called telepathy", was the best I could say.

Through discussion we can often unravel these peculiar perceptions, provided we know when to look for them. Naturally, when they come up with an answer which we recognize as wrong, it is easy to be provoked into asking them about it; but funny things can happen when they get an answer which we would regard as correct.

Peter's sums

As I looked over six-year-old Peter's shoulder, there was something unusual about his hand and eye movements. He was working on a worksheet which read something like:

Count the beads

All his answers were correct.

1. 7

2. 1

3. 3

4. 4

5. 5

6. 6

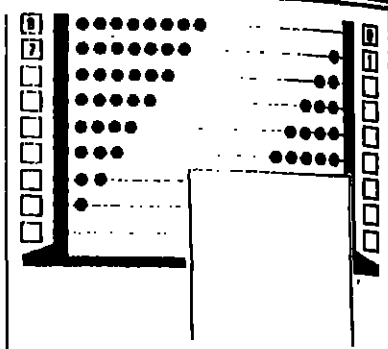
7. 7

8. 8

9. 9

10. 10

But I was suspicious, so I placed a sheet of paper blocking out some of the beads.



"What goes into that box?", I asked, pointing to the next empty one. "I do not know", he replied. "Why not?"

"I cannot see the beads."

"Yes, I know", I continued, "but what do that 8 and 0 or that 7 and 1 have to do with it?"

"I do not know", he replied again. During the conversation it became clear to me that whilst Peter was quite capable of counting the beads, the exercise was not developing his number bonds of 8. Peter, some of his friends and I spent about 20 minutes working with 8 unifix cubes trying to get some feeling for the bonds, but obviously they take more time than that to develop.

A little later in the same lesson I was very surprised to see something else Peter had done. The next worksheet read:

So all you do to put a number in a box is to count the number of empty boxes below it. At this stage I pointed to the left hand column of numbers:

0, 8

1, 7

2, 6

3, 5

4, 4

5, 3

6, 2

7, 1

8, 0

My surprise was that the lad had done all of these correctly, when only a few minutes earlier I had every reason to believe that his number bonds were too weak for him to do so. How could he do it? I made myself a little unpopular when I asked him if he would do the question again whilst I watched; but he obliged. Again there was a movement of his hand and eye as he wrote:

1. 7

2. 6

3. 5

4. 4

5. 3

6. 2

7. 1

8. 0

So before he went on to the next one, I placed another sheet of paper thus:

0, 8

1, 7

2, 6

3, 5

4, 4

5, 3

6, 2

7, 1

8, 0

and asked him to tell me what number went into the next box.

"I do not know", he said. Evidence surely that his number bonds had not developed. Again I asked him what the 0, 8, 1, 7 and so on had to do with it. His best response consisted of words such as:

"Someone has put them there." So I asked him how he got the 7 for:

1, 7

continued

EXTRA

Sharing perceptual space continued

His reply shocked me to the core. "I counted the boxes below it", he told me.

Look at it again. He was thinking that the 8 given on top was there because there are 8 boxes below it:

8

1. 7

2. 6

3. 5

4. 4

5. 3

6. 2

7. 1

8. 0

So all you do to put a number in a box is to count the number of empty boxes below it. At this stage I pointed to the left hand column of numbers:

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1, 7

2, 6

3, 5

4, 4

5, 3

6, 2

7, 1

8, 0

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Sandra Gilfeather's See the Maths does much the same job for younger children, in much the same way. In many ways both sets of books seem over-prescriptive in what they do and ask in relation to each facsimile but as funds of ideas for teachers they are

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The Maths for Living series aims at the same 14-16-year-old lower-attainers as Bill Ridgway's. This is a series of disposable workbooks, though, and as such presents a format to be worked through rather than dipped into. Some teachers will welcome disposable material, others will question whether the expense can be justified and whether filling in the spaces in such a highly structured format achieves much of permanent educational value.

Easier Examples in Arithmetic is aimed at the same age range but has a totally traditional approach. It fulfils that oft-repeated plea for "a book with plenty of exercises". There are brief "hints" or reminders, but presumably the teacher is intended to "teach" the skills involved. It is difficult to understand why the calculator is not more welcome: positive guidance would have been helpful.

Peter Moody

Mathswise 2. By Ray Allan and Martin Williams. Oxford University Press. £2.95.

Mathswise 2 presents the suggested list of Cockcroft topics in a way which will be immediately palatable to the Special Needs audience in the comprehensive school, as well as children of average ability in its feeders.

Sequential, though not obviously so, and imaginatively repetitive, the 124-page book will provide sufficient material for a year-and-a-bit, taking into account the varying abilities of the groups with which it is used, and encompasses work in fractions, time, decimals, sets, shapes, algebra and graphs as well as the four rules of number. Steps are explained, artwork is clear, concise and, in many cases, humorous. Thus we see Mr Green alternatively on the point of collapse at the controls of his mower and while with a grandiose scheme to pave the lawn he struggles to mow. The exer-

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I prefer this to CUP's SMP booklets, which employ a similar format but lack the body and to some extent the reiteration of skills which are a feature of Mathswise.

Bill Ridgway

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Understanding decimals

by Neil Straker

The work of the Government's Assessment of Performance Unit (APU) on children's understanding of decimals has major implications for all those involved in mathematics education. It is understandable that many teachers, given the pressures of the classroom situation, fail to recognize those occasions when children obtain the correct answer for the wrong reason. Indeed, the APU reveals that in their work on decimals, the research team and a number of mathematics educators almost overlooked 'a particular misconception about decimals which is held by up to one third of both 11 and 15-year-olds'.

At times it is only the adoption of the role of detective as pursued by the APU team that will enable teachers to assess whether pupils really do possess mathematical understanding. Teachers need the time to be able to question individuals and to discuss mathematics with their pupils. The question 'Why?' is all too little used in the mathematics classroom, especially when a pupil has given a correct response to the initial question.

The work of the CSMS team based at Chelsea College illustrated quite clearly that the learning of place value

al points would also be avoided if this understanding of decimal equivalence were developed. The CSMS report suggests that the learning of place value and decimals involves 'internalizing a whole chain of relationships and connections', one of which is decimal equivalence.

This need for greater understanding must be reflected in school textbooks. Because of the shortage of well-qualified mathematics teachers, it is often the non-specialist teachers who teach topics such as decimals in the early years of secondary schools, and such teachers tend to be heavily reliant on textbooks. A brief survey of a variety of secondary school mathematics texts shows that little emphasis is given to decimal equivalence. One popular scheme introduces the 'addition of zeros' completely incidentally in a section on addition and subtraction of decimals, while a more recent series stresses that 'leaving off zeros at the very end of a decimal makes no difference to the value' and then sets a short exercise of eight related examples.

On the whole, the amount of practice devoted to decimal equivalence is minimal. The difficulties facing teachers of mathematics must not be underestimated. Mathematics is a difficult subject to teach and teachers do not have the time to carry out detailed research into pupils' errors and understanding. It is therefore all the more important that this quality work from the APU mathematics team receives the attention it deserves.

Neil Straker is lecturer in Mathematical Education, University of Newcastle upon Tyne.

"I can't" into "I can"

Working Mathematically with Low Attainers
VHS video tape with notes £26.00 (+ VAT)
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This tape, of just under one hour's duration, consists of extracts from six different lessons. First we see Alex and his fifth year tackling percentages, followed by Graham and his third year finding volumes. Then come Marsha exploring a sequence with her fourth-year girls and Frankie encouraging a first-year mixed-ability class to look for patterns in a table square. In each case the action takes place in an ordinary classroom with the camera focusing on pupil-pupil and pupil-teacher exchanges.

There can be no doubt that there are some pertinent lessons to be drawn from the collected extracts, though some are much 'richer' than others. Notably, although most of the sequences takes place in ordinary classroom conditions with a full complement of pupils present, we never see any conventional 'chalk and talk' instruction — all of the exchanges taking place between individuals or within groups. Similarly, most of the lessons involve the use of practical equipment with, in the best examples, a great deal of thinking by pupils and minimal interference from the teacher. But probably most significant feature of the program is that we never see the teacher actually 'telling' the pupils anything, but rather questioning their thinking so as to encourage the development of their own analytical skills.

Words alone cannot convey the essence of this tape. Some things are easy to describe — the topics tackled, the grouping of pupils, the use of equipment, the humanity of the teachers. All are relevant, yet none can be central for there are many classrooms where all these elements are present but where the quality of the learning falls far short of that seen here. The critical difference lies in the way the pupils are engaged in their work, showing initiative and determination in the solving of mathematical problems, and obviously enjoying the experience of doing so. Viewing the tape, one can begin to gain some notion as to how this atmosphere has been engendered.

There are also two further clips — one of an APU-style practical test and one of two pupils using a Progs program on a micro. Neither of these seems to quite fit with the character of the rest of the tape, even though the computing scenario is quite gripping, and one wonders why the editorial team bothered to include them.

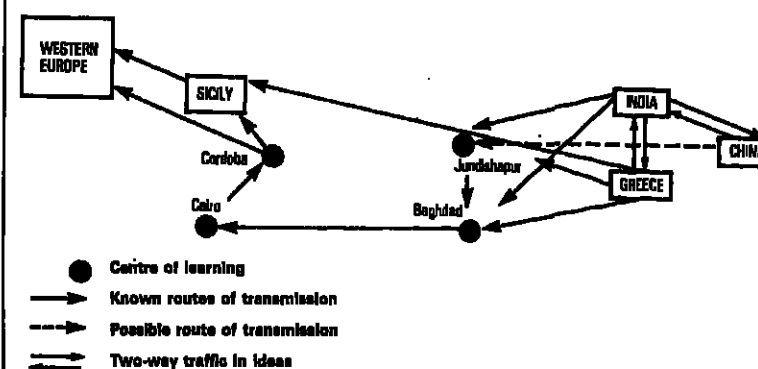
Despite such nigglings, this is a most welcome resource and one with considerable potential to influence mathematics teaching for the better. Of course, the obvious dangers are that some of us will excuse our low attainers as being far less able than those seen here and thus regard such ways of working as inappropriate, while others will suggest that the majority of pupils are better served by conventional teaching styles.

At last, 28 first thing tomorrow now I wonder...
Simon Wolf

EXTRA

An historical perspective

George Joseph suggests a multicultural approach to mathematics education



Routes of Transmission of Mathematics to Western Europe (8th to 15th century A.D.)

Exemplar II

This report is aimed both at student teachers and their trainers as well as teachers in schools. As part of an overall anti-racist strategy in British educational institutions, it attempts to reduce the widespread Eurocentric bias present in the production, dissemination and evaluation of mathematical knowledge. It takes the form of three Exemplars constructed for use by interested groups.

Most topics taught in school mathematics are directly derived from the work of mathematicians outside Europe before the 14th century. This is not generally known either because of the heavily Eurocentric character of most books on the history of mathematics or because of the unwarranted neglect of history in a mathematician's education. Exemplar I aims at providing a balanced historical perspective on the development of those mathematical ideas which are particularly germane to school curriculum.

Students are presented with a list of mathematicians who lived before the 14th century and who made important contributions to topics that form part of school mathematics. They are then asked to find out: (1) where the mathematicians originated from; (2) what were the general areas in which they made contributions; (3) what was the legacy on which they built their mathematics; and (4) what was their role in the societies they came from. The discussion could then be extended to an examination of the Eurocentric bias present in naming certain results in mathematics. These could include Pascal's Triangle, Gregory Series, Pell's Equation, Heron's Formula, Horner's Method and Sylvester's method of elimination.

A list of mathematicians could include: Liu Hui, Bhaskara, Al-Khwarizmi, Euclid, Omar Khayyam, Chu Shi Kie, Archimedes, Thales, Mahavira, Tabit bin Qurra, Fibonacci, Brahmagupta, Wang Hsiao Tung, Aryabhata, Diophantus, Li Yeh, Al-Sifri, Al-Buruni, Apollonius and Madhava.

Transmission of mathematics over geographical and cultural boundaries has been occurring for a long time. But the transmission that took place between 8th and 15th centuries was notable for two reasons:

(1) It was almost wholly a one-way traffic in mathematical knowledge which originated in India, China or

sions. The two sutras discussed above can be used in other arithmetical calculations including long division, testing divisibility, conversion to decimal fractions and deriving square and cube roots.

One of the more intriguing aspects of these vedic methods is that they may have been known in Europe of the 13th century, for Fibonacci, who introduced the Hindu-Arabic numeral system into Europe, discusses Method 2 in his book *Liber Abaci* published in 1202. What may have happened is that the mathematical ideas carried into Europe on the advancing tide of Islamic civilization between the 10th and 13th centuries filtered through only in part, with certain principles and methods ignored or even distorted. This Exemplar may, by implication, be an illustration of how this incomplete filtering process has affected even the way that arithmetic is taught in schools today.

Students are asked to examine the simple multiplication exemplar given above and assess their relative strength compared to conventional methods. They may wish to consider whether (1) the vedic methods are more efficient in exploiting the full potential of our number system; (2) the vedic methods are often treated as separate subjects in schools; (3) the vedic methods provide an easier introduction to operations with negative numbers, starting with the field of computation; and (4) the vedic methods could provide an effective antidote to the growing tendency to be dependent excessively on calculators for trivial calculations.

It is suggested that book one is

Worthy of the top echelon

Pure Mathematics 1. By J K Backhouse and S P T Houldsworth. Longman £7.50. 0 582 35386 6.
Pure Mathematics 2. By J K Backhouse, S P T Houldsworth and B E D Cooper. Longman £7.50. 0 582 35387 4.

About a quarter of a century ago, two volumes of A level mathematics gained powerful approbation. The school subject has changed much in that relatively short time — changed, not necessarily progressed in as much as that term implies advancement and improvement. A new edition of what has been widely accepted as a standard work was thus desirable.

The edition now appears, revised by Mr P J F Horri, head of department at Nottingham High School. He has splendidly maintained the ethos, atmosphere and authority of the work, while trimming some of the now outmoded practices and introducing some of the themes which have been recently adopted as essential — in other words, matters which are now fashionable.

The result is a pair of volumes which will undoubtedly take their place in the top echelon of the new generation of A level texts. The quality and teaching skills of the original authors, all of the highest order, are matched by the sections interpolated by Mr Horri. The bulk of the original text, of course, remains, so do many of the exercises. But we now have a completely comprehensive treatment of the new 'common core' syllabus, all the single subject and virtually all the double subject work.

It is suggested that book one is

suitable for additional mathematics at AO level. Many teachers may decide that judicious selection will be desirable for most of their pupils for whom this is a ceiling of attainment. Certainly the two books together are more than adequate for A level mathematics and further mathematics candidates, and 'some carefully selected 3 level topics have also been included'. Some scholarship hopefuls could feel that there is everything here that they can cope with.

Among the variations from the earlier format are new chapters headed 'Further matrices and determinants', 'Second order differential equations' and 'Further vector methods'. There is greater attention than before to complex numbers and numerical methods, while the exercises throughout have been revised in two ways. Some questions 'involving very heavy manipulation in algebra and trigonometry' have been replaced, while the selections from past papers have been changed so that very recent examinations set by the various boards are fully represented.

Thus, while these are not completely new books (and it would have been a deplorable misjudgement to have discarded too much of the brilliantly successful expert interpretation of sixth-form work) there is a freshness and an up-to-date air about the revision. The standard of production is on a par with that of the writing. The praiseworthy composition (in Times Mathematics 569) is attributed to Huddersfield, the printing took place in Hong Kong. The overall result is a reliable bargain.

F W Kellaway

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The structure of Stage 3 remains the same as the old edition (Textbook, Workbook, Workcards, Teacher's Notes, Answers Book, Teacher's Material Pack) and also includes New Progress Tests. The existing edition will remain in parallel with the New Edition as long as demand exists. However, the content of the New Edition has been revised to include a gentle introduction into calculator work, and has separate sections on problems and investigation.

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To use and to enjoy

Suzanne Hewitt reports on implementing Cockcroft

The classroom has the air of a mechanics workshop. There are car-jacks, cog-wheels, monkey wrenches, food-mixers, bicycle wheels, adjustable spanners, all being handled, talked about, dismantled, reassembled. Graph paper, tape measures, rulers, set squares, protractors and geostrips abound.

In one corner four children are plotting a graph to record the relationship between the large cog and the two small ones on a hand drill. Another group is animatedly discussing the importance of the stabilizing rod of a hand-beater, whisking egg-whites as they go. "A cork-screw reminds me of a person doing his daily exercise," says one girl, while others discuss the effectiveness of the spiral screw for getting a grip in the cork.

Amongst this hive of creativity and investigation, listening, talking, making suggestions, offering advice, providing information is Jon Swain, a primary school teacher who has just completed an I.E.A. DES-funded one-term course in Cockcroft-based Primary Mathematics at Chelmer College, Essex.

The Cockcroft Report, "Mathematics Counts", was launched with high hopes in January 1982. To the initiated, it is best known for paragraph 243:

- Mathematics teaching at all levels should include opportunities for:
- exposition by the teacher,
 - discussion between teacher and pupils and between pupils themselves,
 - appropriate practical work,
 - consolidation and practice of fundamental skills and routines,
 - problem-solving, including the application of mathematics to everyday situations,
 - investigational work.

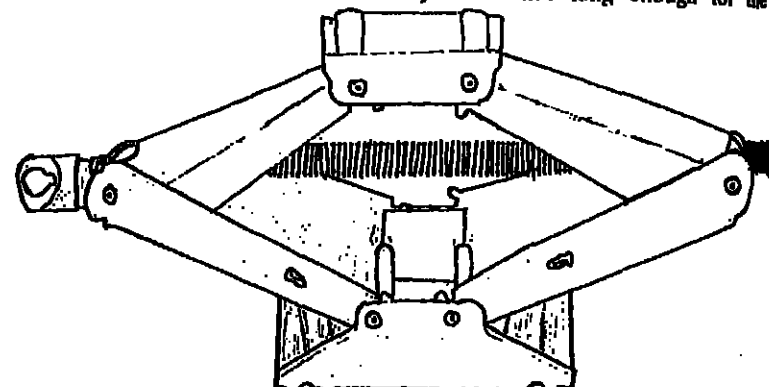
Jon Swain explains how his approach builds on this paragraph. "Mathematics can be based on open-ended investigations. You don't always get a right or wrong answer. The answer depends on how you phrase the question." Like Cockcroft he believes pupils should not be allowed to experience repeated failure. "Mathematics should be presented as a subject both to use and to enjoy." He says that mathematics is all around us, it's there in any teaching situation. You don't need elaborate apparatus: you can

look at everyday things from a mathematical point of view.

He describes an investigation into the mechanics of structures. The 10 and 11-year-olds in his class started with scissors and clothes pegs. After measuring their angles, forces, leverage, etc., they progressed to egg-beaters, mixers and so on, to the mechanics of the car-jack. The class talked about its functions and investi-

alongside teachers one day per week, throughout the year. "There are a lot of teachers still too insecure about mathematics to try anything new. Only when teachers are helped to become more confident themselves can they adopt the more flexible view recommended in the report. Maths teachers do need special support."

Lynda Maple is concerned that three years is not long enough for the



A car-jack. Drawn by Shane

gated how it works.

Paul's group produced some excellent drawings of the jack in different positions, and a graph to record the height of its rise in centimetres per number of turns. They completed their investigations with this explanation: "The car-jack is a four-sided shape. A rhombus is a four-sided shape. The screw across divides it into two triangles. The triangle is a very strong shape. We drew four positions of the jack."

They measured the inside area and discovered that "the perimeter remains constant but the area increases as the jack goes up. The main screw of the jack is in the horizontal diagonal of the rhombus. When it is made shorter it makes the rhombus thinner and so makes the height rise."

The children found it is the screw across the middle which makes the jack rigid, by forming two triangular shapes. This led on to an investigation of irregular polygons and how to make them rigid. They worked out for themselves, by trial and error, the engineering formula that the number of struts needed to make a structure rigid is the number of sides minus three (N-3). They learned that the most rigid structure with widespread use in building is the triangle.

Eleven-year-old Samantha described later how the class all went to look at the electricity pylons down the road. She said: "We found out they were mostly made from triangles. We had already worked out from the geostrips that the triangle is the most rigid structure. We found out all about them and then wrote a poem, and we all talked to the class about our part."

This is Cockcroft mathematics at its best. Since the beginning of this term, Keith Joseph's "Maths Missionaries" have been preaching the Cockcroft gospel in our schools. But who are they? What exactly are they supposed to do? They are advisory teachers, appointed by I.E.A., not on a "back to basics" brief of the "tables chanting" kind (Cockcroft does not advocate an excessive concentration on the purely mechanical skills of arithmetic). Nor (contrary to their image in the popular press) are they each armed with a calculator to count the calculators. Six and a half pages of the 310 in this report are about calculators. Their function is clearly described:

"They should be used as an aid in discovering and investigating mathematical concepts, to reinforce understanding of place-value and number patterns, and particularly to check mental or written calculations."

What then is the "Maths Missionaries" envisaged role? According to Lynda Maple, an I.E.A. adviser, their chief function should be to work in schools, alongside teachers, providing a role-model. She says that changing styles of teaching are needed: "The enlightened and interested have looked at Cockcroft and taken up its recommendations. So role is quite crucial." She sees the strongest involvement and progress in schools where "already have a mathematics consultant who works

advisory teachers to make any significant impact. In the long term she feels that colleges of education and inspectors should take on the responsibility of changing attitudes.

Ruth Townsend, a mathematics lecturer at Avery Hill College of Education, agrees that teachers need to become more self-reliant. "To advance, we must have teachers in a learning situation. A change of teaching style is often needed," Cockcroft recommends a fundamental change in the approach to teaching mathematics. "We need to move away from content to problem-solving; to more creativity and investigation."

She is concerned about accountability. Standardized testing needs to be reviewed, she says, before any changes can be made at classroom level. "Post-test, post-mortem" mathematics does not necessarily fill books. It is not just tick-counting. There is often less to see for it. "Parents and councillors do not always appreciate this, she adds, and teachers may need to slow down the pace for low attainers.

Teacher appraisal also needs attention, Ruth Townsend feels. The Assessment of Performance Unit has pointed the way here in terms of in-service training based on practical assessment. The Education Support Grant has released funds to train advisory teachers within the I.E.A.s. No one has disputed that the Cockcroft Report is right, says Ruth Townsend. "Now we have to ensure that advisory teachers are put in the best position to get its message into schools. Where necessary they should be given training in management skills, counselling, and arranging meetings." So what impact has the report made in our schools?

Heather Govier, a primary mathematics adviser with the London Borough of Croydon when the report was first published, was pessimistic. "Everyone got very excited about it at the time. People ran courses and had discussions, but in fact mathematics teaching is no different in the majority of schools than before Cockcroft." There is much work still to be done, she says, particularly in establishing continuity across the infant, primary and secondary phases. This is one of the crucial issues.

Ms Govier (and others) may be cheered by the major new initiative recently launched by the School Curriculum Development Committee. Directed by Hilary Shuard, President of the Mathematical Association, the Primary Mathematics Project will try to encourage teachers to make use of the teaching styles outlined in the Cockcroft Report.

In the meantime it is worth looking at the excellent discussion book produced by the Association of Teachers of Mathematics, *Teaching Style: a response to Cockcroft 243*. Described as an activity book for teachers, it has ideas for classroom use and lesson plans. Its aim is to make the report accessible to teachers.

Sir Keith Joseph said at the CLEA conference in July this year: "I hope... the messages of Cockcroft will continue to be disseminated and put into practice."

So do we all, Sir Keith? Can anyone lend me a car-jack?

EXTRA

Haven't we been here before?

Francis Kellaway considers the shortage of qualified mathematics teachers

Once again the panaceas are being given an airing. The disease of the shortage of teachers of mathematics continues to be endemic. So there is renewed talk of some devious means of channelling graduates along paths that will lead to the appropriate classroom.

Is this, in fact, a solution? Are differential salary scales likely to be a stronger runner? What are the other alternatives? And, most pertinent question of all, have we not been through all this before?

Déjà vu indeed. It would be possible to research the literature of virtually every year since the war and discover evidence of unease and malaise about the quality of mathematics teaching and the paucity of supply of teachers. One set of typical quotations will suffice to indicate the difficulties, before a heretical proposal is made towards their alleviation.

In his wide-ranging presidential address to the Mathematical Association in 1958 Mr W J Langford gave statistical evidence of the way in which both supply and standard of mathematics teachers were deteriorating. While in major public schools all but 13 per cent of those teaching mathematics had adequate qualifications in the subject, the position in other schools was at least twice as unsatisfactory. Meanwhile, of women teaching in primary and secondary modern schools, less than 45 per cent had reached GCE O level or its equivalent, in mathematics.

The Mathematical Association had, in common with other bodies of educationists, been concerned for years about the situation; now it set up a committee which issued, in 1963, a major report entitled "The Supply and Training of Teachers of Mathematics". In bald summary, the report showed that, during 1958-60, two-fifths of mathematics vacancies in grammar schools were filled unsatisfactorily, while in other maintained schools the ratio of mathematics graduates to pupils was 1 to 1,400. There were only about 300 such graduates in the 23,000 primary schools, while only 204 out of 3,563 training college lecturers held degrees in mathematics.

There have, of course, been significant changes in the pattern of education in the past 20 odd years. Nevertheless in every one of these years the same laments have been heard. Employers constantly complained about the inability of school leavers to perform the most basic calculations, and evidence mounted to support the view that the majority of young people were innumerate. A 1978 survey by the Institute of Mathematics and its Applications shocked press, public and politicians alike with its revelations of a nationwide mathematical incompetence. The simplest of arithmetic, or

interpretation of the most elementary problem, were shown to defeat the bulk of teenagers. General levels of comprehension and calculation alike were demonstrably abysmal.

Some action appeared to be taken then, and some cosmetic surgery temporarily improved the patient's appearance. A Prime Ministerial speech, a Green Paper and yet another committee report implied that there could be light at the end of the tunnel. Meanwhile, comprehensive schools had become the base for the majority of secondary pupils; entrants to teaching must now follow a degree route and possess at least an O level in mathematics; course structures, especially in polytechnics and colleges of education, carry a different philosophy, and so on. Yet the crisis is still with us, and it is being made ever more acute by the demands of industry.

Opportunities for those with qualifications in mathematics (or in such associated fields as computer science, an increasingly popular choice for possessors of appropriate A levels) have never been greater. The technologies, the physical and biological sciences, the business world, all represent powerful magnets for mathematics. Indeed, the demand exceeds the supply, which obviously means that the pool of entrants to teaching is drained still more.

None of this is novel. The picture of the early 1960s could have been reproduced from a look at any subsequent period. To be blunt, efforts to enhance the nation's numeracy have so far failed. Is it time for a plan of a revolutionary (or should the adjective be reactionary) nature?

To begin with, it is really necessary for every child in every school to be subjected to an intensive, elaborate, course in mathematics? For each one who can readily cope with general certificate work, there will be one more who struggles with it, or with a watered-down version under the CSE banner, and another three (60 per cent of the population of an age group) are, frankly, barely capable of understanding the why and the wherefore, and become apathetic or rebellious.

Do-gooders and the brigade whose creed holds with Voltaire that "everything is for the best in the best of possible worlds" will resent this interpretation of the position. So will the egalitarians who wish identical treatment for every child, irrespective of aptitudes and abilities. But realism suggests that no more than about one-third of our children require (or can cope with) a curriculum which includes a traditional syllabus of mathematics, and ipso facto, the services of a highly-trained mathematician. The remainder must have teachers of the finest possible calibre,

but the teachers need not be graduates in mathematics.

Ideas of number and relationships, the four rules, mensuration, concepts of space and mechanisms, and an appreciation of accuracy in thought and statement, might comprise the basis of a programme. What used to be termed civic or social arithmetic (the calculations of everyday life) and applications to the computations required at work in factory or shop, could be the core. Properly presented, these things would interest children who are repelled by the more abstract (and, to them, abstruse) matters currently forced on them.

The graduate mathematician, released from the unwarding task of attempting the impossible with other classes, can then concentrate on groups competent to absorb mathematics, both in the traditional and modern forms. If they knew this was to be their role, the university or college leaver might feel drawn to it.

So, let high professional standards and the opportunity to teach pupils of some quality be touchstones for more effective recruiting of new teachers of mathematics.

And, finally, a confession. When I started to draft these notes I was casting myself as an agent provocateur, thinking to write tongue-in-cheek in the hope of drawing some constructive debate and genuine ideas for alleviating the present deplorable state of school mathematics overall. Now, as I re-read the argument, I begin to wonder whether there is merit in the case, even if it has been presented in a deliberately exaggerated way!

Fair's fair

Diane Bach creates a meaningful maths situation for infants

The need and desire to create a meaningful maths situation for infants has long been with me. What may be seen as the more obvious answers - construction work, cooking, topical interests such as the rate of growth of plants, etc. - are fine, but it may be desirable to increase the element of excitement and fun.

A fairground theme had been in my mind for some time, and after reading the Cockcroft Report I decided to put these thoughts into action.

The chief objective was to increase the knowledge of coin values and to handle money in a real life situation. At the same time, aspects of computation, weighing, measuring and timing were also considered. Because one seeks to win at fairs, as well as have fun, I decided to make money the prize - varying the coins from game to game so that the children had to handle different values. (One could incorporate craftwork into this section, the children making small prizes themselves.)

The room was cleared of non-essential furniture to accommodate: 1. A shooting range with clockwork guns. 5p a go. Winner gets 5p. 2. Vicerio darts. A score of 20 wins 2p.

3. Guess the weight of a teddy - weights were available for comparison.
4. Large skittles - numbered to 6. A score of 10 wins 2p.
5. Hoop La.
6. A coconut shy (small skittles in yoghurt pots). Three balls for 2p.
7. Tiger face - throw balls through the holes. 4 balls for 3p. 1p back for each score.
8. Roll a 1p. Pays out appropriate coins.

9. Roll a marble down a "castle" sand tray cover. 1p paid to each success.

10. Build a metre with bricks. The larger ones were removed as the proficiency increased.

11. Skid board and rocking donkey rides timed for 60 seconds.

12. Bagatelle.

The necessary notices - gaily decorated - were there for guidance. Half the class wore school football bibs to be stall-holders and the others had purses with first 10p and later 20p to spend. Parental help was brought in. A follow-up activity involved making comparisons of the final purses.

The whole project lent itself very well to development as the children became proficient at handling the various stages. It would be feasible to set up a refreshment area in which cooking and brewing could take place. This would mean that more children could use actual money, and hence more weighing, timing and capacity would be involved. It was obvious that the children were going to make decisions as to how they wanted to spend their money - for enjoyment or the hope of gain. They were discriminating as to which area was the best value for money. Glancing back at Cockcroft, I can confirm that the children were open to seeing the "importance and usefulness of maths". They had an opportunity to develop "the powers of logical thinking", "accuracy", "spatial awareness", "problem-solving", "sensible estimation" and of realizing that "maths is a powerful means of communication". I thought this was very "appropriate practical work" and the children developed "a liking for it".

Oral language was rife, written language essential and the whole project sparked off creative writing and a keenness by the reception class to come and have a go! They brought their 10p pennies and experienced one of the delights of moving on to the next class! Fair was very fair.

SRA When it comes to Special Needs, we have the Answer.

The SRA Direct Instruction System is available for teaching Reading, Language, Spelling and Mathematics. A range of courses is available for juniors, teenagers and adults. It includes Reading Mastery, Distar, and Corrective Reading; Spelling Mastery and Mathematics Modules. And they work.

Why not ask us the Question?

To: **SRA** SCIENCE RESEARCH ASSOCIATES LIMITED
Newtown Road, Henley-on-Thames
Oxon RG9 1EW

Name _____ I am/am not an existing
School _____ SRA customer
Address _____

Please answer my questions about Special Needs

SMP 11-16

- Material for years 3, 4 and 5
- ★ designed for a very wide ability range
- ★ the yellow and blue series aim at a combined 16+ examination
- ★ extensively tested in over 50 schools of all types

Yellow series

(for the more able)

Blue series

(for the middle range)

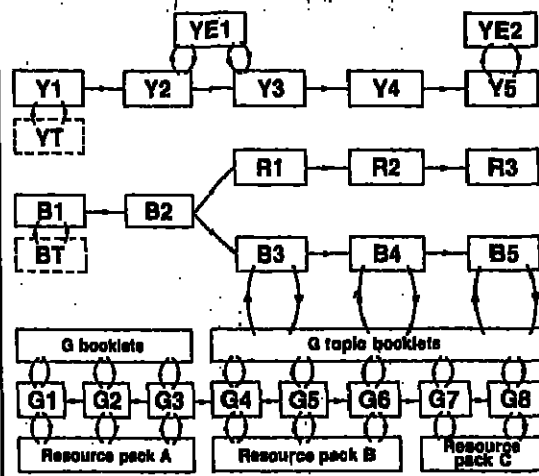
and Red series

(includes more demanding work)

Green series

(for the less able)

This grid shows the structure of the course:



Now available
Transition material for pupils who have not studied the SMP 11-16 booklets:

Book Y1	Teacher's Guide to Book Y1 (including worksheets)	£2.26
Book BT	Teacher's Guide to Book BT (including worksheets)	£1.95
Book Y1	Teacher's Guide to Book Y1	£3.75
Book Y2	Teacher's Guide to Book Y2	£3.80
Book B1	Teacher's Guide to Book B1	£2.95
Book B2	Teacher's Guide to Book B2	£2.95
Worksheet masters for Books B1, B2, Y1 and Y2		£8.95
Book G1	Teacher's Guide to Book G1	£1.95
Book G2	Teacher's Guide to Book G2	£2.95
Book G3	Teacher's Guide to Book G3	£1.95
Worksheet masters for Books G1, G2 and G3		£19.50

Three G Booklets
Impossible Objects
Pattern
Investigating Folding

Year 3 Booklets Pack
Resource Pack A (including Teacher's Guide)

Each £1.95 for pack of 5
£1.50 for pack of 3
about £9.95

Available soon:
Teacher's Guide to
Book Y2
Book Y3
Book Y4
Book Y5
Teacher's Guide to
Book B2

Book B3
Book G4
Teacher's Guide to Book
G4
Book G5
G Resource Pack B

Write for inspection copies to Lorna Williams at the address below.

Cambridge University Press
The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU

MIDDLE SCHOOL
EDUCATION
continued

Home Economics

Scale 1 Posts

EALING
LONDON BOROUGH
EDUCATION SERVICE
BURNING WOOD HIGH SCHOOL
BURNING WOOD, EALING
Greenford UB8 3JF
Part-time Teacher
Required for three sessions per week for HOME ECONOMICS. Well equipped accommodation for a course covering a wide range of activities.
Pro rata Scale 1 and £1,038 per annum London weighting. Applications forms from Chief Education Officer, Ealing Education Office, Ealing W5 5AU to be received by 25th October 1985. (01855) 123022

Modern Languages

Scale 1 Posts

SUFFOLK
ST. LOUIS R.C. V.A.
MIDDLE SCHOOL
St. Andrew's Street South,
Bury St. Edmunds
Suffolk IP8 5JF
Teacher of FRENCH and
Spanish (Scale 1)
Ability to offer Mathematics
desirable but not essential.
Application forms and
further details from the
Headteacher at the school
concerned (S.A.E. please) to
whom forms should be re-
turned as soon as possible.
(0184) 123622

Music

Scale 2 Posts and above

MERTON
LONDON BOROUGH OF
MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL
OPPORTUNITY EMPLOYER
EMPLOYER
GORDON PARK MIDDLE
SCHOOL
Cherry Lane, Mitcham, Surrey
CR4 3BD
Tel: 01-848 1451
Head Teacher Mrs M.B.
Rosewell
Age range: 9 - 13 years
No. on roll: 435
Required January 1986 or
earlier. Teacher of Music
throughout the school. Please
state other interests. Scale 2
post to suitably qualified and
experienced teacher.
CLOSING DATE: 18th
October 1985.
Application forms and
further details from the
post are available from the
Head Teacher at the above
address. Please enclose
stamped addressed envelope.
(0181) 123622

BEDFORDSHIRE
SOUTHERN AREA
LINCOLN MIDDLE SCHOOL
Montagu Road, Leighton
Buzard, Beds.
Tel: 0756 40
Required for 1st January
1986, a teacher of Boys' P.E.
and Games and other curriculum
areas. Ability to offer
Mathematics an advantage.
Scale 1.
Application forms and
further details from the
Head Teacher at the school
concerned (S.A.E. please) to
whom forms should be re-
turned as soon as possible.
(0533) 124222

EALING
LONDON BOROUGH
EDUCATION SERVICE
DRAYTON FIRST & MIDDLE
SCHOOLS
Graydon Grove, Ealing W3
0LA
CLASS TEACHER required for
January with an interest in
P.E. and boys' games. Please
state other interests. Scale 2
post to suitably qualified and
experienced teacher.
CLOSING DATE: 18th
October 1985.
Application forms and
further details from the
post are available from the
Head Teacher at the above
address. Please enclose
stamped addressed envelope.
(0185) 124222

STAFFORDSHIRE
PERTON MIDDLE SCHOOL
Gainsborough Drive, Perton,
Staffordshire WV6 7NA
Roll: 425 (9 - 13 years)
CO-ORDINATOR OF MUSIC
(Scale 2) Applications are
invited from suitably qual-
ified and experienced
teachers for the above post in
this expanding Middle
School. The position offers
an opportunity to the suc-
cessful candidate to develop
further this established and
lively area of the curriculum.
The Department is ex-
tremely well equipped includ-
ing a full range of orchestral
instruments. The accompa-
niment will be enhanced and ex-
tended during the next build-
ing phase which is due to
begin in 1986.
Perton Middle School is
situated in a village of 100
within the new Perton de-
velopment which is set in the
rural countryside of South
Staffordshire.
Application forms obtain-
able from and returnable to
the Headteacher (S.A.E. please).
Closing date 10 days from
publication.
Trade Union membership
desirable.
STAFFORDSHIRE COUNCIL
TEACHERS' COUNCIL
(01205) 130920

Science

Scale 1 Posts

NORTHAMPTONSHIRE
RE-ADVERTISEMENT
EMMANUEL CHURCH
MIDDLE SCHOOL
Billing Brook Road, Lings,
Northampton NN3 4NR
PHYSICAL EDUCATION
TEACHER
Required for January
1986 at this 9 - 13 Church
Aided Middle School situ-
ated close to the Western
Favell Shopping Centre.
The successful candidate
will teach Physical Educa-
tion and Games throughout
the school for half of each
week. The position offers
English with a Fourth Year
(11+) class during the re-
maining time.
A Scale 2 is available for a
suitably experienced candi-
date.
Further details are avail-
able from the school (Tel:
Northampton (0604)
408033).
Please apply by letter,
including full CV and the
names and addresses of 2
references, to the Headmaster
as soon as possible.
(01108) 124222

HERTFORDSHIRE
ST ALBANS GIRLS' SCHOOL
Sendridgery Lane, St Albans
Herts AL3 4JF
Owning to the forthcoming re-
tirement of the present Head,
this well established and
popular all-ability school
will be vacant in April 1986.
Applications are invited from
suitably experienced teachers
to appoint a candidate with
proven management skills and
experience of curriculum de-
velopment able to continue the
school's excellent academic
tradition and to maintain and
develop suitable courses for
the less able. The successful
candidate will be responsible
for the school's academic
standards. Details and application
form available on receipt of a
S.A.E. from the Divisional
Education Officer, County
Council, Civic Centre, St
Albans AL1 3JZ, Closing date
October 25th 1985. 130010

HERTFORDSHIRE
BISHOPS HATFIELD GIRLS'
SCHOOL
Woods Avenue, Hatfield
Herts AL9 5JF
Applications are invited from
suitably experienced teachers
for the post of Head of the
school from January 1986.
Removal Expenses of up to
£3,150 payable in approved
cases.
Further details and applica-
tion form from The Divisional
Education Officer, The Wood-
side Centre, The Commons,
Welwyn Garden City, SG13 7LN
(see please). (0438) 130010

**Other than by Subject
Classification**

Scale 1 Posts

DORSET
DORCHESTER MIDDLE
SCHOOL
Quinton Avenue, Dorchester
DT1 3HE
No. on roll: 585
Required for January 1986
a teacher of Boys' P.E.
and Games and other sub-
jects with a third year class.
Scale 1.
Application forms and
further details from the
Head Teacher at the school
concerned (S.A.E. please).
(01258) 124222

HERTFORDSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
No. on roll: 585
Required for January 1986
a teacher of Boys' P.E.
and Games and other sub-
jects with a third year class.
Scale 1.
Application forms and
further details from the
Head Teacher at the school
concerned (S.A.E. please).
(01258) 124222

HERTFORDSHIRE
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Scale 1.
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concerned (S.A.E. please).
(01258) 124222

Secondary Education

Headships

BEDFORDSHIRE
EDUCATION SERVICE
HEADSHIP IN SECONDARY
EDUCATION (S.A.E. please)
MARKET HARBOROUGH
SCHOOL AND COMMUNITY
CENTRE
Wentworth Drive, Bedford
MK41 1HN
Required for Easter 1986.
Group 11 (11-13 years) and
Group 12 (14-16 years).
Estimated number on roll
January 1986 - 848 pupils aged
13-18 years.
Application form and fur-
ther details from the Chief
Education Officer, County
Hall, Bedford.
Closing Date: 25th October
1985. (01537) 130010

DUDLEY
MERRIDALEAN
BOROUGH
Equal Opportunity
Employer

THE PENNETT SCHOOL
Find House Lane,
Penkridge, Staffs. B34 5JN
West Mids. (11-13 years)
(12-16 years, comp. Group
10)

Well qualified and ex-
perienced teachers for post
of HEADTEACHER of this
well established and
educational school, to take
effect from Easter 1986.
Details/Application
forms (on receipt of a.s.e.)
from and returnable to
Chief Education Officer,
St. James's Road, Dudley
DY1 1JQ by 1st November
(01668) 130010

HERTFORDSHIRE
ST ALBANS GIRLS' SCHOOL
Sendridgery Lane, St Albans
Herts AL3 4JF
Owning to the forthcoming re-
tirement of the present Head,
this well established and
popular all-ability school
will be vacant in April 1986.
Applications are invited from
suitably experienced teachers
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proven management skills and
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develop suitable courses for
the less able. The successful
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form available on receipt of a
S.A.E. from the Divisional
Education Officer, County
Council, Civic Centre, St
Albans AL1 3JZ, Closing date
October 25th 1985. 130010

HERTFORDSHIRE
BISHOPS HATFIELD GIRLS'
SCHOOL
Woods Avenue, Hatfield
Herts AL9 5JF
Applications are invited from
suitably experienced teachers
for the post of Head of the
school from January 1986.
Removal Expenses of up to
£3,150 payable in approved
cases.
Further details and applica-
tion form from The Divisional
Education Officer, The Wood-
side Centre, The Commons,
Welwyn Garden City, SG13 7LN
(see please). (0438) 130010

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Removal Expenses of up to
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Further details and applica-
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Education Officer, The Wood-
side Centre, The Commons,
Welwyn Garden City, SG13 7LN
(see please). (0438) 130010

HERTFORDSHIRE
STEVENS GIRLS' SCHOOL
Valley Way, Stevenage, Herts
SG1 2AH
At this point, Stevenage
Headship is required for
January 1986. This five form
school with some 470 girls on
roll (11-13 years) and
(14-16 years) and ap-
proximately 1000 pupils in
the Division. The school
has a well established and
popular all-ability system.
Details and application
form available on receipt of a
S.A.E. from the Divisional
Education Officer, County
Hall, Stevenage SG1
1JF. Closing date 1st November
1985. (01437) 130010

HERTFORDSHIRE
ALLEN'S SCHOOL
High Street, Stevenage, Herts.
SG1 2AH
At this point, Stevenage
Headship is required for
January 1986. This five form
school with some 470 girls on
roll (11-13 years) and
(14-16 years) and ap-
proximately 1000 pupils in
the Division. The school
has a well established and
popular all-ability system.
Details and application
form available on receipt of a
S.A.E. from the Divisional
Education Officer, County
Hall, Stevenage SG1
1JF. Closing date 1st November
1985. (01437) 130010

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPOINTMENT OF HEAD
OF SECONDARY SCHOOL
(GROUP 12, Roll 1000+)
The post offers an ex-
cellent opportunity for a well
qualified and experienced
teacher to develop the pattern
of curriculum, develop-
ment and maintain the high
standards of care of the school
and educational needs of the
pupils.
Examinations are taken at
the end of each year.
Further details and applica-
tion form available on receipt
of a stamped envelope from
the Divisional Education
Officer, County Council,
Civic Centre, Maidstone,
Kent ME14 3JZ. Closing date
25th October 1985. 130010

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPOINTMENT OF HEAD
OF SECONDARY SCHOOL
(GROUP 12, Roll 1000+)
The post offers an ex-
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Officer, County Council,
Civic Centre, Maidstone,
Kent ME14 3JZ. Closing date
25th October 1985. 130010

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPOINTMENT OF HEAD
OF SECONDARY SCHOOL
(GROUP 12, Roll 1000+)
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SECONDARY ART & DESIGN

continued

NOTTINGHAMSHIRE COUNTY COUNCIL

HENRY MESSER SCHOOL
Highbury, Nottingham N6 9DB
Mixed: 740 (11-16)

TEXTILES/FABRICS (Scale 1)

An energetic teacher is required for January to join the Headteacher at the school as soon as possible. Closing date 21 October.

Please telephone the Head Teacher for further details on Nottingham 218135.

Applications by letter, giving full curriculum vitae and the names and addresses of two referees, to the Head Teacher at the school as soon as possible. Closing date 21 October.

An Equal Opportunity Employer. (00824) 131222

ST. HELENS METROPOLITAN BOROUGH

ST. HELENS COMMUNITY EDUCATION
ST. HELENS, S.C. HIGH

Required for January 1986, a full-time teacher to teach Art and Craft (Scale 1) - 65 on roll.

Application forms are available from the Headteacher to whom they should be returned as soon as possible. 131222 (0165)

WEST SUSSEX

SOUTHERN AREA
WORTHINGTON HIGH SCHOOL
Worthing, Sussex BN11 1AA

Required for January 1986, a full-time teacher to teach Art and Design (Scale 1) - 16 on roll (Group 10).

Application forms are available from the Headteacher to whom they should be returned as soon as possible. 131222 (01970)

WILTSHIRE COUNTY COUNCIL

KINGSDOWN SCHOOL
Worminster

(Comprehensive, Mixed, 11-18, 30 pupils)

Required for January 1986, for a two-term appointment, a teacher of Art and Design (Scale 1) to be responsible for Art and Design throughout the school. The position becomes available due to maternity leave.

Please apply by letter to the Headteacher, giving details of your experience and references. (01158) 131222

Classics

Scale 2 Posts and above

ON A COURSE AHEAD

Education Council 131220

Commercial Subjects

Scale 2 Posts and above

ENFIELD BOROUGH OF

BULLSMOOR SCHOOL
Enfield, London EN3 6TW

Required for January 1986, a full-time teacher to teach Business Studies (Scale 2) - 10 on roll.

Application forms are available from the Headteacher to whom they should be returned as soon as possible. 131222 (01309)

TECHNOLOGY SUPPORT

TEACHER SCALE 4

The London Borough of Haringey is seeking to appoint a teacher to support the TVE related In-Service Training initiative. The appointment will take effect from January 1986 or as soon as possible thereafter and will be to the PERMANENT staff of the Authority. The successful candidate will help to identify appropriate courses (for pupils) with a technological content and prepare teaching staff so that they have the knowledge, skills and confidence to develop and teach such courses. This is a re-advertisement and previous candidates need not re-apply.

All posts carry a London allowance of £1038 per annum. Please telephone for details and an application form to the Chief Education Officer, Education Offices, 42-42, Station Road, Wood Green, London, N22 4TY. Telephone: 01-881 3000 Ext. 8147. Completed forms should be returned by Monday 21 October, 1985.

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AVON COUNTY COUNCIL

WYVERN SCHOOL
Sandringham Road, Weston
Super-Mare, Glos. GL12 1JF

Required for January 1986, a full-time teacher to teach Business Studies (Scale 2) - 10 on roll.

Application forms are available from the Headteacher to whom they should be returned as soon as possible. 131222 (01243)

Scale 1 Posts

Scale 2 Posts and above

Scale 3 Posts and above

Scale 4 Posts and above

Scale 5 Posts and above

Scale 6 Posts and above

Scale 7 Posts and above

Scale 8 Posts and above

Scale 9 Posts and above

Scale 10 Posts and above

Scale 11 Posts and above

Scale 12 Posts and above

Scale 13 Posts and above

Scale 14 Posts and above

Scale 15 Posts and above

Scale 16 Posts and above

Scale 17 Posts and above

Scale 18 Posts and above

Scale 19 Posts and above

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Scale 92 Posts and above

Scale 93 Posts and above

Scale 94 Posts and above

Scale 95 Posts and above

Scale 96 Posts and above

Scale 97 Posts and above

Scale 98 Posts and above

Scale 99 Posts and above

Scale 100 Posts and above

CUMBRIA COUNTY COUNCIL

TRINITY SCHOOL
Carlisle, Cumbria CA1 1JF

Required for January 1986, a full-time teacher to teach Business Studies (Scale 2) - 10 on roll.

Application forms are available from the Headteacher to whom they should be returned as soon as possible. 131222 (01243)

Scale 1 Posts

Scale 2 Posts and above

Scale 3 Posts and above

Scale 4 Posts and above

Scale 5 Posts and above

Scale 6 Posts and above

Scale 7 Posts and above

Scale 8 Posts and above

Scale 9 Posts and above

Scale 10 Posts and above

Scale 11 Posts and above

Scale 12 Posts and above

Scale 13 Posts and above

Scale 14 Posts and above

Scale 15 Posts and above

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Scale 55 Posts and above

Scale 56 Posts and above

Scale 57 Posts and above

Scale 58 Posts and above

Scale 59 Posts and above

Scale 60 Posts and above

Scale 61 Posts and above

Scale 62 Posts and above

Scale 63 Posts and

SECONDARY MUSIC

continued

NORFOLK
PERIPATETIC MUSIC
SERVICE
ADVISORY TEACHER
SCALE 3

Required April 1986.
The peripatetic music service has been restructured to produce five area advisory teachers and a vacancy exists in the Southern Area based at Thetford. Candidates should have wide experience in all aspects of music teaching in the primary school and they will be expected to become involved with workshops, courses, festivals and concerts. Further details and application forms available from the County Council, 100 High Street, Norwich NR1 2DL. Closing date for applications 1st November 1985 (00816) 133890

WARWICKSHIRE

SOUTHWICK SCHOOL
Leam Road, Southwick, Leamington Spa CV35 0JW
Required for January 1986 a teacher of MUSIC within the faculty of Music/Religion/Religious Education.
Further details and application forms available from the County Council, 100 High Street, Southwick 2500. Tel: (01925) 133890

Scale 1 Posts

NORTH YORKSHIRE
COUNTY COUNCIL
Required for January 1986, a teacher of MUSIC (Scale 1) in the faculty of Music/Religion/Religious Education. The post involves giving instruction in primary and secondary schools in the area, and coaching at the Saturday morning Music Centre in Harrogate. The applicant should be available to travel to the County Education Office, 145 County Hall, Northampton DN1 2JH. Further details available from the County Council, 145 County Hall, Northampton DN1 2JH. Tel: (01603) 133892

SANDWELL
METROPOLITAN
BOROUGH COUNCIL
GEORGE SALTER HIGH SCHOOL
TEACHER - Scale 1
See advertisement under Secondary Education, Drama Scale 1, (01595) 133892

STAFFORDSHIRE
THE BLAKE
COMPREHENSIVE SCHOOL
Leam Road, Leamington, Leamington Spa CV35 0JW
Required for January 1986, a teacher of MUSIC (Scale 1) in the faculty of Music/Religion/Religious Education. The post involves giving instruction in primary and secondary schools in the area, and coaching at the Saturday morning Music Centre in Harrogate. The applicant should be available to travel to the County Education Office, 145 County Hall, Northampton DN1 2JH. Further details available from the County Council, 145 County Hall, Northampton DN1 2JH. Tel: (01603) 133892

COVENTRY CITY COUNCIL

COVENTRY CENTRE FOR THE PERFORMING ARTS, Leasowes Avenue, CV3 6BH

Pop-Group-in-Residence

With the help of a grant from the Gulbenkian Foundation, it is intended to appoint a Pop-Group-in-Residence to the Coventry Centre for the Performing Arts.
The Group will support work already started in the Authority by encouraging participation in and experience of the more popular forms of music making in schools, youth centres and community colleges through performance, demonstrations, workshops and a teaching programme. The Group will be appointed on a full-time basis and the appointment will last for one year in the first instance.
Letters of application are now invited, preferably from existing groups, and should be addressed together with taped samples of their work, to the Director at the Centre within 14 days of appearance of advertisement. Telephone: 0203 418868 for further details. Enclose as far as acknowledgment required. Canvassing disqualifies.

an equal opportunity employer

Pastoral

Heads of Department

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
1500 SHEFFIELD ROAD, SHEFFIELD S2 8BJ
The Governors request applications from committed Catholic teachers for the following posts:
1. Head of Lower School - scale 3/4.
2. and in the R.E. Department - scale 3.
Applications and further details are available from the Clerk to the Governors, c/o the school, to whom completed forms should be returned by 18th October 1985. 134018 (01565)

Physical Education

Heads of Department

HEREFORD AND WORCESTER
COUNTY COUNCIL
WHITEHEAD HIGH SCHOOL
Bromwich Road, Worcester (11-18 Comprehensive)
Head of Girls' Physical Education (Scale 3) required from January 1986. The department is experienced and well resourced, successfully encouraging maximum participation in a wide range of sports. A candidate is sought who can maintain and develop present standards. Application forms and further information from the Head Teacher. (BAE please). 134918

Scale 2 Posts and above

CAMBRIDGESHIRE
NORTHERN AREA
Required for January 1986, a teacher of MUSIC (Scale 1) in the faculty of Music/Religion/Religious Education. The post involves giving instruction in primary and secondary schools in the area, and coaching at the Saturday morning Music Centre in Harrogate. The applicant should be available to travel to the County Education Office, 145 County Hall, Northampton DN1 2JH. Further details available from the County Council, 145 County Hall, Northampton DN1 2JH. Tel: (01603) 133892

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

THE BURELTON COLLEGE
Leam Road, Leamington, Leamington Spa CV35 0JW
(14-18 Upper)
Roll 1436
PHYSICAL EDUCATION
Scales
Required for January 1986, a teacher of Physical Education (Scale 3) in the faculty of Music/Religion/Religious Education. The post involves giving instruction in primary and secondary schools in the area, and coaching at the Saturday morning Music Centre in Harrogate. The applicant should be available to travel to the County Education Office, 145 County Hall, Northampton DN1 2JH. Further details available from the County Council, 145 County Hall, Northampton DN1 2JH. Tel: (01603) 133892

ESSEX

TABOR HIGH SCHOOL
Parslofield Lane, Braintree, CM7 7JW
Tel: 0376 37071
TEACHER OF GIRLS' P.E. Scale 3
Specialising in Dance and Gymnastics. Temporary post for January 1986. Closing date 18th October 1985. Further details and application forms from the Head Teacher (Foleys a.s.e. please). 134939

THOMAS, LORD AUDLEY
SCHOOL
Colesworth Avenue, Colchester CO2 8NN
Tel: 0206 44111
(201 1980)
BOYS' P.E. TEACHER, Scale 1
Required January, in this 11-18 mixed comprehensive school. Further details and application forms from the Head Teacher (Foleys a.s.e. please). (01564) 134939

HAMPSHIRE
ST. GEORGE'S CATHOLIC
SCHOOL
Leam Road, Leamington, Leamington Spa CV35 0JW
Tel: 01925 133890
Required for January 1986, a teacher of MUSIC (Scale 1) in the faculty of Music/Religion/Religious Education. The post involves giving instruction in primary and secondary schools in the area, and coaching at the Saturday morning Music Centre in Harrogate. The applicant should be available to travel to the County Education Office, 145 County Hall, Northampton DN1 2JH. Further details available from the County Council, 145 County Hall, Northampton DN1 2JH. Tel: (01603) 133892

LONDON S22
ST. KATHARINE
SCHOOL
East Dulwich Grove, SE22 8TE
Fully qualified P.E. specialist to share in the teaching of the subject throughout the school. See independent Section for full details. (01740) 134220

OXFORDSHIRE
COUNTY COUNCIL
WANTAGE SCHOOL
Wantage, Oxon OX11 9BY
Three 11-18 comprehensive schools. The Head of Physical Education (Scale 3) is required for January 1986. The department is experienced and well resourced, successfully encouraging maximum participation in a wide range of sports. A candidate is sought who can maintain and develop present standards. Application forms and further information from the Head Teacher. (BAE please). 134918

Scale 1 Posts

BERKSHIRE
EMPHRETT PARK
SCHOOL
Wokingham, Berks RG11 3DF
NOR 1500
TEACHER OF BOYS' PHYSICAL EDUCATION (Scale 1) to join a very strong department. The successful applicant will have both experience and enthusiasm for the major games and will be expected to take responsibility for certain of the school teams. Apply immediately to the Headmaster for application form and further information from the Head Teacher. (BAE). 134922

Scale 2 Posts and above

BERKSHIRE
SANDHURST SCHOOL
Oxford Road, Sandhurst, Camberley, Surrey GU8 5NF
Required, January 1986, a teacher of P.E. (Scale 1) to teach a wide range of physical activities throughout the school. An interest in Movement and Social Education is essential. For further details please contact the Headmaster. No need to apply to the County Council. AN EQUAL OPPORTUNITY EMPLOYER. 134222 (01358)

CAMBRIDGESHIRE
(Equal Opportunity Employer)

ALWYN COMMUNITY
SCHOOL
Ramey, Huntingdon, Cambs.
Required for January 1986, a teacher of P.E. (Scale 1) to teach a wide range of physical activities throughout the school. An interest in Movement and Social Education is essential. For further details please contact the Headmaster. No need to apply to the County Council. AN EQUAL OPPORTUNITY EMPLOYER. 134222 (01358)

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

THE BURELTON COLLEGE
Leam Road, Leamington, Leamington Spa CV35 0JW
(14-18 Upper)
Roll 1436
PHYSICAL EDUCATION
Scales
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SCHOOL
Colesworth Avenue, Colchester CO2 8NN
Tel: 0206 44111
(201 1980)
BOYS' P.E. TEACHER, Scale 1
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SCHOOL
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an equal opportunity employer

HARINGEY
LONDON BOROUGH OF
HARINGEY
London with Humanity
SCHOOL OF ST. DAVID & ST. KATHARINE
Hillfield Avenue, London N8
Required for January, a well qualified teacher of P.E. and PHYSICAL EDUCATION. Further details and application forms from the Headmaster. (01216) 134222

HAVERING
LONDON BOROUGH OF
HAVERING
SANDERS DRAPER SCHOOL
Hornchurch, Havering, Essex
Required for January 1986, a teacher of P.E. (Scale 1) to join a very strong department. The successful applicant will have both experience and enthusiasm for the major games and will be expected to take responsibility for certain of the school teams. Apply immediately to the Headmaster for application form and further information from the Head Teacher. (BAE). 134922

HERTFORDSHIRE
THE BROOKBOURNE
SCHOOL
High Road, Broxbourne, Herts.
(Tel: Hoddeston 404689)
11-18 comprehensive school with 150 in 6th form. Required for November 1985 or as soon as possible, a teacher of P.E. (Scale 1) to join a very strong department. The successful applicant will have both experience and enthusiasm for the major games and will be expected to take responsibility for certain of the school teams. Apply immediately to the Headmaster for application form and further information from the Head Teacher. (BAE). 134922

Scale 1 Posts

BERKSHIRE
EMPHRETT PARK
SCHOOL
Wokingham, Berks RG11 3DF
NOR 1500
TEACHER OF BOYS' PHYSICAL EDUCATION (Scale 1) to join a very strong department. The successful applicant will have both experience and enthusiasm for the major games and will be expected to take responsibility for certain of the school teams. Apply immediately to the Headmaster for application form and further information from the Head Teacher. (BAE). 134922

Scale 2 Posts and above

BERKSHIRE
SANDHURST SCHOOL
Oxford Road, Sandhurst, Camberley, Surrey GU8 5NF
Required, January 1986, a teacher of P.E. (Scale 1) to teach a wide range of physical activities throughout the school. An interest in Movement and Social Education is essential. For further details please contact the Headmaster. No need to apply to the County Council. AN EQUAL OPPORTUNITY EMPLOYER. 134222 (01358)

CAMBRIDGESHIRE
(Equal Opportunity Employer)

ALWYN COMMUNITY
SCHOOL
Ramey, Huntingdon, Cambs.
Required for January 1986, a teacher of P.E. (Scale 1) to teach a wide range of physical activities throughout the school. An interest in Movement and Social Education is essential. For further details please contact the Headmaster. No need to apply to the County Council. AN EQUAL OPPORTUNITY EMPLOYER. 134222 (01358)

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

THE BURELTON COLLEGE
Leam Road, Leamington, Leamington Spa CV35 0JW
(14-18 Upper)
Roll 1436
PHYSICAL EDUCATION
Scales
Required for January 1986, a teacher of Physical Education (Scale 3) in the faculty of Music/Religion/Religious Education. The post involves giving instruction in primary and secondary schools in the area, and coaching at the Saturday morning Music Centre in Harrogate. The applicant should be available to travel to the County Education Office, 145 County Hall, Northampton DN1 2JH. Further details available from the County Council, 145 County Hall, Northampton DN1 2JH. Tel: (01603) 133892

ESSEX

TABOR HIGH SCHOOL
Parslofield Lane, Braintree, CM7 7JW
Tel: 0376 37071
TEACHER OF GIRLS' P.E. Scale 3
Specialising in Dance and Gymnastics. Temporary post for January 1986. Closing date 18th October 1985. Further details and application forms from the Head Teacher (Foleys a.s.e. please). 134939

THOMAS, LORD AUDLEY
SCHOOL
Colesworth Avenue, Colchester CO2 8NN
Tel: 0206 44111
(201 1980)
BOYS' P.E. TEACHER, Scale 1
Required January, in this 11-18 mixed comprehensive school. Further details and application forms from the Head Teacher (Foleys a.s.e. please). (01564) 134939

HAMPSHIRE
ST. GEORGE'S CATHOLIC
SCHOOL
Leam Road, Leamington, Leamington Spa CV35 0JW
Tel: 01925 133890
Required for January 1986, a teacher of MUSIC (Scale 1) in the faculty of Music/Religion/Religious Education. The post involves giving instruction in primary and secondary schools in the area, and coaching at the Saturday morning Music Centre in Harrogate. The applicant should be available to travel to the County Education Office, 145 County Hall, Northampton DN1 2JH. Further details available from the County Council, 145 County Hall, Northampton DN1 2JH. Tel: (01603) 133892

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

THE BURELTON COLLEGE
Leam Road, Leamington, Leamington Spa CV35 0JW
(14-18 Upper)
Roll 1436
PHYSICAL EDUCATION
Scales
Required for January 1986, a teacher of Physical Education (Scale 3) in the faculty of Music/Religion/Religious Education. The post involves giving instruction in primary and secondary schools in the area, and coaching at the Saturday morning Music Centre in Harrogate. The applicant should be available to travel to the County Education Office, 145 County Hall, Northampton DN1 2JH. Further details available from the County Council, 145 County Hall, Northampton DN1 2JH. Tel: (01603) 133892

an equal opportunity employer

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
1500 SHEFFIELD ROAD, SHEFFIELD S2 8BJ
The Governors request applications from committed Catholic teachers for the following posts:
1. Head of Lower School - scale 3/4.
2. and in the R.E. Department - scale 3.
Applications and further details are available from the Clerk to the Governors, c/o the school, to whom completed forms should be returned by 18th October 1985. 134018 (01565)

OXFORDSHIRE
COUNTY COUNCIL
WANTAGE SCHOOL
Wantage, Oxon OX11 9BY
Three 11-18 comprehensive schools. The Head of Physical Education (Scale 3) is required for January 1986. The department is experienced and well resourced, successfully encouraging maximum participation in a wide range of sports. A candidate is sought who can maintain and develop present standards. Application forms and further information from the Head Teacher. (BAE please). 134918

Scale 1 Posts

BERKSHIRE
EMPHRETT PARK
SCHOOL
Wokingham, Berks RG11 3DF
NOR 1500
TEACHER OF BOYS' PHYSICAL EDUCATION (Scale 1) to join a very strong department. The successful applicant will have both experience and enthusiasm for the major games and will be expected to take responsibility for certain of the school teams. Apply immediately to the Headmaster for application form and further information from the Head Teacher. (BAE). 134922

Scale 2 Posts and above

BERKSHIRE
SANDHURST SCHOOL
Oxford Road, Sandhurst, Camberley, Surrey GU8 5NF
Required, January 1986, a teacher of P.E. (Scale 1) to teach a wide range of physical activities throughout the school. An interest in Movement and Social Education is essential. For further details please contact the Headmaster. No need to apply to the County Council. AN EQUAL OPPORTUNITY EMPLOYER. 134222 (01358)

Scale 1 Posts

BERKSHIRE
EMPHRETT PARK
SCHOOL
Wokingham, Berks RG11 3DF
NOR 1500
TEACHER OF BOYS' PHYSICAL EDUCATION (Scale 1) to join a very strong department. The successful applicant will have both experience and enthusiasm for the major games and will be expected to take responsibility for certain of the school teams. Apply immediately to the Headmaster for application form and further information from the Head Teacher. (BAE). 134922

Scale 2 Posts and above

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SANDHURST SCHOOL
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SCHOOL
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Scale 2 Posts and above

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SANDHURST SCHOOL
Oxford Road, Sandhurst, Camberley, Surrey GU8 5NF
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RICHMOND
UPON THAMES
EDUCATION DEPARTMENT
1500 SHEFFIELD ROAD, SHEFFIELD S2 8BJ
The Governors request applications from committed Catholic teachers for the following posts:
1. Head of Lower School - scale 3/4.
2. and in the R.E. Department - scale 3.
Applications and further details are available from the Clerk to the Governors, c/o the school, to whom completed forms should be returned by 18th October 1985. 134018 (01565)

OXFORDSHIRE
COUNTY COUNCIL
WANTAGE SCHOOL
Wantage, Oxon OX11 9BY
Three 11-18 comprehensive schools. The Head of Physical Education (Scale 3) is required for January 1986. The department is experienced and well resourced, successfully encouraging maximum participation in a wide range of sports. A candidate is sought who can maintain and develop present standards. Application forms and further information from the Head Teacher. (BAE please). 134918

Scale 1 Posts

BERKSHIRE
EMPHRETT PARK
SCHOOL
Wokingham, Berks RG11 3DF
NOR 1500
TEACHER OF BOYS' PHYSICAL EDUCATION (Scale 1) to join a very strong department. The successful applicant will have both experience and enthusiasm for the major games and will be expected to take responsibility for certain of the school teams. Apply immediately to the Headmaster for application form and further information from the Head Teacher. (BAE). 134922

Scale 2 Posts and above

BERKSHIRE
SANDHURST SCHOOL
Oxford Road, Sandhurst, Camberley, Surrey GU8 5NF
Required, January 1986, a teacher of P.E. (Scale 1) to teach a wide range of physical activities throughout the school. An interest in Movement and Social Education is essential. For further details please contact the Headmaster. No need to apply to the County Council. AN EQUAL OPPORTUNITY EMPLOYER. 134222 (01358)

Scale 1 Posts

BERKSHIRE
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SCHOOL
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NOR 1500
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Scale 2 Posts and above

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Scale 2 Posts and above

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Scale 1 Posts

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NOR 1500
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SECONDARY PHYSICAL EDUCATION

SURREY
EDUCATION COMMITTEE
SUNBURY MANOR SCHOOL
Midway, Sunbury, Surrey
Required for January 1986, a teacher of P.E. (Scale 1) to join a very strong department. The successful applicant will have both experience and enthusiasm for the major games and will be expected to take responsibility for certain of the school teams. Apply immediately to the Headmaster for application form and further information from the Head Teacher. (BAE). 134922

Scale 1 Posts

BERKSHIRE
EMPHRETT PARK
SCHOOL
Wokingham, Berks RG11 3DF
NOR 1500
TEACHER OF BOYS' PHYSICAL EDUCATION (Scale 1) to join a very strong department. The successful applicant will have both experience and enthusiasm for the major games and will be expected to take responsibility for certain of the school teams. Apply immediately to the Headmaster for application form and further information from the Head Teacher. (BAE). 134922

Scale 2 Posts and above

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SANDHURST SCHOOL
Oxford Road, Sandhurst, Camberley, Surrey GU8 5NF
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Scale 1 Posts

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SCHOOL
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Scale 2 Posts and above

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Scale 2 Posts and above

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Scale 1 Posts

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NOR 1500
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SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
1500 SHEFFIELD ROAD, SHEFFIELD S2 8BJ
The Governors request applications from committed Catholic teachers for the following posts:
1. Head of Lower School - scale 3/4.
2. and in the R.E. Department - scale 3.
Applications and further details are available from the Clerk to the Governors, c/o the school, to whom completed forms should be returned by 18th October 1985. 134018 (01565)

OXFORDSHIRE
COUNTY COUNCIL
WANTAGE SCHOOL
Wantage, Oxon OX11 9BY
Three 11-18 comprehensive schools. The Head of Physical Education (Scale 3) is required for January 1986. The department is experienced and well resourced, successfully encouraging maximum participation in a wide range of sports. A candidate is sought who can maintain and develop present standards. Application forms and further information from the Head Teacher. (BAE please). 134918

Scale 1 Posts

BERKSHIRE
EMPHRETT PARK
SCHOOL
Wokingham, Berks RG11 3DF
NOR 1500
TEACHER OF BOYS'

BARNESLEY METROPOLITAN BOROUGH COUNCIL EDUCATION COMMITTEE WORSBROUGH HIGH SCHOOL Ardsley Road, Worsbrough Dale, Barnsley, S70 4RL Headteacher: Mr J. L. Jarvis CBE

BUSINESS STUDIES - SCALE I

As part of the Technical Vocational Education Initiative (TVEI) Worsbrough High School requires for January 1986 or as soon as possible thereafter a Teacher of Business Studies (Salary Scale 1) to teach a wide range of Business Studies related courses. The successful candidate will be expected to teach Business Studies Education Council (BSEC) General Certificate as well as the Preparatory Programme in Business Studies, therefore an awareness of current business trends is essential. An ability to teach Typewriting to RSA 1 and CSE levels would be an advantage. Candidates completing college courses before July 1986 will be considered for this post. Letters of application and full curriculum vitae together with stamped addressed envelope should be sent to the Headteacher. Closing date for applications - 14 days after the appearance of this advertisement.

DEARNE THURSCOPE THE HILL JUNIOR SCHOOL Tudor Street, Thurnscoe, Rotherham, S63 0DS

Headteacher: Mrs A. Goodwin
Required for January 1986 or as soon as possible thereafter a
**DEPUTY HEADTEACHER -
GROUP 5 + SPA**

Application forms and further details (SAE please) are available from the Education Office, Education Department, Barnsley College, Barnsley, S70 2HS to be returned by Wednesday 23 October 1985.

EDUCATION DEPARTMENT Education Office: T. Brooks BSC

ADVISORY TEACHERS FOR MATHEMATICS (PRIMARY AND SECONDARY POSTS)

Applications are invited from suitably qualified and enthusiastic teachers for the above posts.

The work will involve encouraging and supporting curriculum appraisal and development together with appropriate in-service training activities, interest in and knowledge of current developments such as GCSE, investigation work, graded testing and post-Cockcroft implications will be looked for.

One of the posts will be jointly funded by the Barnsley LEA and the Schools Mathematics Project and this candidate will work closely with the 12 secondary schools using SMP 1-6 materials.

At least one of the candidates will have substantial background in primary education and will work mainly in this phase of education. All candidates will be expected to work as a team together with the Authority's Advisers and other Officers.

All posts will run to 31 March 1986 and where appropriate a secondment will be arranged. The salary level will be Scale 4 or present salary whichever is greater. Further details can be obtained from The Education Officer, Education Department, Barnsley College, Barnsley S70 2HS. Application forms should be accompanied by a letter of application and should be returned by 21 October 1985.

MILEFIELD MIDDLE SCHOOL Engine Lane, Grimethorpe, Barnsley, S72 7BH

Headteacher: Mr C. J. Garski MEd
Required for January 1986
YEAR CO-ORDINATOR (SCALE II)

The successful applicant will preferably have had experience of teaching throughout the age range and will be eager to become involved in a wide range of curricular issues. Further details and an application form, which should be returned by 19 October, may be obtained upon receipt of a SAE from the Headmaster.

Lancashire County Council

An Equal Opportunities Employer.

Unless otherwise stated, the following are required for 1st January, 1986, and the closing date is 24th October, 1985.

Secondary Schools

Forms/further details from/to Headteacher at the school, unless otherwise indicated. (SAE please).
PRESTON NEWMAN COLLEGE R.C. (AIDED)
Lancashire, Lancashire, Preston. (866 on Roll, mixed 11-18)
VICE-PRINCIPAL (ADMINISTRATION) - GROUP 13
(6TH FORM COLLEGE)

Forms/further details for this post from/to Mr J.P. Newsome, Principal, at the College (SAE please).
LANCASTER OUR LADY'S R.C. HIGH (AIDED)
Morecambe Road, Lancaster. (988 on Roll, mixed 11-18)

SCALE 9 - HEAD OF ART AND AUDIO VISUAL RESOURCES

BURNLEY BARDEN HIGH
Heald Road, Burnley. (725 on Roll, boys 11-18)

SCALE 3 - HEAD OF MUSIC

CLITHEROE ROYAL GRAMMAR (CONTROLLED)
Chatterton Road, Clitheroe (880 on Roll)

SCALE 2 - PHYSICS

LYTHAM ST. ANNE'S ST. BEDE'S R.C. HIGH (SPECIAL AGREEMENT)
Talbot Road, Lytham (680 on Roll, 11-18)

SCALE 1 - FRENCH

KIRKHAM CARR HILL HIGH
Royal Avenue, Kirkham, Nr. Preston (1138 on Roll, 107 in 6th Form, 11-18)

SCALE 1 - RELIGIOUS EDUCATION

SKELMERDALE GLENBURN HIGH
Yewdale, Southway, Skelmerdale (945 on Roll)

SCALE 1 - CRAFT, DESIGN & TECHNOLOGY

ST. THOMAS THE APOSTLE R.C. HIGH (AIDED)
Glenburn Road, Skelmerdale (680 on Roll)

SCALE 1 - FRENCH

1st January 1986, or as soon as possible

1st January 1986, or as soon as possible

1st January 1986, or as soon as possible

1st January 1986, or as soon as possible

1st January 1986, or as soon as possible

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1st January 1986, or as soon as possible

1st January 1986, or as soon as possible

1st January 1986, or as soon as possible

SECONDARY SCIENCE continued

LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer

JOHN CLEVELAND COLLEGE

Forest View, Butt Lane,
Leicester, Leic. LE10 1LE

ROLL 1841

SCIENCE SCALE 2

Required January 1986, a well qualified and experienced teacher of Science, to assist with departmental responsibilities.

Please contact the Headteacher for further details and application forms (SAE). (01533) 134820

LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer

THIRTY CITY OF LEICESTERSHIRE

SPENCER SCHOOL,
Downing Drive, Leicester
LE5 6LN

(11-18 Secondary)

Roll 1500

SCIENCE SCALE 3

Required January, teacher to be responsible for Electronics and to be second in the Physics Section for the Science Department. Teaching is throughout the age range 11-18 to and 'A' level.

Please contact the Headteacher for further details and application forms (SAE). (01533) 134820

LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer

VALE OF CATMOSE COLLEGE

Cold Overton Road,
Oakham, Leics. LE15 8NU

(11-18 Secondary)

NOR 944

SCIENCE SCALE 1/2

Required January 1986, assistant teacher of Science to act as second in charge of Department. Some involvement in the community. Integrated science and Modular Technology would be desirable. Scale 1/2. A letter of application and application forms should be submitted by 19 October, may be obtained upon receipt of a SAE from the Headmaster.

Please contact the Headteacher for further details and application forms (SAE). (01533) 134820

NORTH YORKSHIRE COUNTY COUNCIL

AN EQUAL OPPORTUNITIES EMPLOYER

GRAMMAR SCHOOL

Grammar School Lane,
Northallerton, Co. Durham
LE15 8NU

14-18 Comprehensive, 1000 on roll including 300 in the Sixth Form. Group 13

Headmaster: Mr John Hall

Required for January 1986 is possible a second in charge of the science department. A letter of application and application forms should be submitted by 19 October, may be obtained upon receipt of a SAE from the Headmaster.

Please contact the Headteacher for further details and application forms (SAE). (01533) 134820

NOTTINGHAMSHIRE COUNTY COUNCIL

AN EQUAL OPPORTUNITIES EMPLOYER

CHILWELL COMPREHENSIVE SCHOOL

Queens Road West,
Chilwell, Notts
NG5 5AT

Mixed: 970 (11-18)

CHEMISTRY (Scale 2)

A Teacher is required for January.

Application forms and further details (SAE please) are available from the Headteacher at the school. (s.a.e.) from the Headteacher at the school.

An Equal Opportunity Employer. (01533) 134820

SHROPSHIRE EDUCATION COMMITTEE

Equal Opportunities Employer

FITZALAN SCHOOL

Upper Brook Street,
Opposite, Shropshire

SCIENCE SCALE 3

Required for January 1986, well qualified experienced teacher of Science, to be in charge of the Science Department. A letter of application and application forms should be submitted by 19 October, may be obtained upon receipt of a SAE from the Headmaster.

Please contact the Headteacher for further details and application forms (SAE). (01533) 134820

STOCKPORT LONDON BOROUGH OF

STOCKPORT
R.A. PHYSICS
REQUIRED FOR JANUARY 1986

Scale 2 Ref. 2809
HAZEL GROVE HIGH
SCHOOL

Jackman Lane, Hazel Grove,
Stockport, Cheshire, SK10 4JL
(Tel: 061-456 1888)

A suitably qualified and experienced teacher to teach Physics to 'A' level and to be responsible for the department. A letter of application and application forms should be submitted by 19 October, may be obtained upon receipt of a SAE from the Headmaster.

Please contact the Headteacher for further details and application forms (SAE). (01533) 134820

Application forms and further details (SAE please) are available from the Education Office, Education Department, Barnsley College, Barnsley, S70 2HS to be returned by Wednesday 23 October 1985.

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STOCKPORT LONDON BOROUGH OF

STOCKPORT
R.A. PHYSICS
REQUIRED FOR JANUARY 1986

Scale 2 Ref. 2809
HAZEL GROVE HIGH
SCHOOL

Jackman Lane, Hazel Grove,
Stockport, Cheshire, SK10 4JL
(Tel: 061-456 1888)

A suitably qualified and experienced teacher to teach Physics to 'A' level and to be responsible for the department. A letter of application and application forms should be submitted by 19 October, may be obtained upon receipt of a SAE from the Headmaster.

Please contact the Headteacher for further details and application forms (SAE). (01533) 134820

SUFFOLK COUNTY COUNCIL

CHANDLER HIGH SCHOOL
Manly Way, Ipswich IP2
8LR

11-18 mixed comprehensive
roll 1500

Required January 1986
Teacher of Science

Scale 2 with the ability to
teach Physics to 'A' level. An
interest in Modular Science
important and sympathy with
Headteacher's approach
essential.

Applicants should be letter
to the Headmaster at the school
with curriculum vitae and the
names and addresses of three
references, enclosing a.s.a. for
details. (01076) 134820

WIGAN METROPOLITAN BOROUGH OF

WIGAN
WIGAN HIGH SCHOOL
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BROMLEY LONDON BOROUGH OF

BROMLEY
R.A. PHYSICS
REQUIRED FOR JANUARY 1986

Scale 2 Ref. 2809
HAZEL GROVE HIGH
SCHOOL

Jackman Lane, Hazel Grove,
Stockport, Cheshire, SK10 4JL
(Tel: 061-456 1888)

A suitably qualified and experienced teacher to teach Physics to 'A' level and to be responsible for the department. A letter of application and application forms should be submitted by 19 October, may be obtained upon receipt of a SAE from the Headmaster.

Please contact the Headteacher for further details and application forms (SAE). (01533) 134820

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Somerset County Council

Applications are invited from qualified teachers for the following posts. Unless indicated otherwise application forms and details (SAE photocopy) from the head at the school.

SECONDARY

THE WEST SOMERSET SCHOOL, MINEHEAD

(13-18 mixed comprehensive, nor 1100)
The school catchment area includes Exmoor, the Brendon and Quantock hills, as well as the coastal areas.
Required as soon as possible, a qualified Teacher of Craft, Design and Technology, Scale 1, to teach across the age and ability range of this upper school which has excellent Craft facilities. The post will initially be temporary until Easter 1986.
Apply by letter to the head at the school enclosing a CV and the names and addresses of two referees as soon as possible.

BISHOP FOX'S SCHOOL, TAUNTON.

(11-16 mixed comprehensive, nor 885)
For January 1986, Teacher of Art and Design, Scale 1, to work in a very successful department. Permanent appointment. An added interest in three dimensional or craft work would be an advantage.
Closing date 21st October 1985.

ANSFORD SCHOOL, CASTLE CARY.

(11-16 mixed comprehensive, nor 565, and Community Education Centre)
For January 1986, teacher, scale 1, for Physics and General Science. Application forms and details (SAE) from the Head at the school. Closing date 21 October 1985.

2. Required at once, teacher of Girls Physical Education, scale 1. Temporary appointment to cover for maternity leave. Applications by letter to the Head at the school. Details will be sent on receipt of SAE.

PRIMARY HEADSHIP

PORLOCK C.E.V.A. FIRST SCHOOL, NEAR MINEHEAD.

For April 1986, Head for this group 2 school. Applicants must be committed members of the Anglican Church. Vacancy due to promotion of the present Head. Application form and further details (SAE please) from the Staffing (T) Section, Education Department, County Hall, Taunton, TA1 4DY.

Closing date 24 October 1985.

PRIMARY DEPUTY HEAD

MILFORD COUNTY INFANTS, YEovil.

(nor 280)
For January 1986, Deputy Head for this group 4 school. Applications are invited from experienced and enthusiastic infant teacher with a commitment to a child centred approach. Re-advertisement, previous applicants will be reconsidered.
Application forms and details (SAE please) from the Head at the school. Closing date 14 October 1985.

PRIMARY

OLD CLEEVE VC FIRST SCHOOL, WASHFORD, WATCHET.

(nor 78)
For January 1986, Temporary Full-time Teacher, Scale 1, for two terms. The appointed teacher will be responsible for a reception class. Includes raising five in a growing rural school. Responsibility will include assistance with curriculum development involving all members of staff.
Apply by letter to the Headmaster at the school, stating experience and the names and addresses of two referees.
Closing date 30th October 1985.

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SECONDARY SPEECH & DRAMA continued

Scale 1 Posts

DERBYSHIRE

See Derbyshire Display for details of posts and applications. (10157) 135522

LICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer

UPPINGHAM COMMUNITY COLLEGE

London Road, Uppingham, Leics, LE15 9TJ

(11-16 Secondary)

ENGLISH/DRAMA SCALE 1

Please see under Secondary Scale 1 English, 135522

LONDON SW1

MORE HOUSE SCHOOL

See under independent Speech and Drama other areas, 135522 (101370)

SANDWELL METROPOLITAN BOROUGH COUNCIL

GEORGE SALTER HIGH SCHOOL

(11-16 Comprehensive)

Required January 1986.

TEACHER - Scale 1.

Mixed timetable involving Drama 60% together with Music and Art.

Letters of application stating full curriculum vitae and the names and addresses of two referees should be forwarded to the Head Teacher, Claydon, West Bromwich, West Midlands. Closing date 21st October 1985.

An equal opportunity employer. Conveying of members of the authority with disability. (019601) 135222

SHERBOROUGH EDUCATION COMMITTEE

EQUAL OPPORTUNITIES EMPLOYER

WILLIAM BROOKES SCHOOL

Carley Road, Much Wenlock, Shropshire

780 pupils 11-16 comprehensive

DRAMA SCALE 1

Required in January 1986 for two terms a Temporary Teacher of Drama. Sufficiently experienced to supervise groups and be responsible for Drama within the English Department.

Applications by letter immediately to the Headmaster, (SAB) (01071) 135522

SURREY EDUCATION COMMITTEE

NORFOLK PARK SCHOOL

Piquette Way, Banstead SM7 4AG

(12-16 mixed comprehensive, NOR 791 in sixth form)

SCALE 1 ONE DRAMA TEACHER required for January 1986, scale 1 & 2 suitable applicants.

Letter of application and CV to the Headmaster as soon as possible. (01874) 135522

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Technology

Heads of Department

HARINGEY

Please see display advertisement for details of posts and applications. (00852) 135518

Other than by Subject Classification

Heads of Department

CROYDON LONDON BOROUGH OF CROYDON

ASHBURN (M) Shirley Road, Croydon CR9 7AL

Tel: 01-656 0822/3

Tenable: 1st January 1986

DIRECTOR OF STUDIES (TECHNOLOGY)

Required for January 1986 a teacher of Technology who is interested and experienced in the field of related work and anxious to promote the concept of integrated learning.

Full details of the post are available from the Head Teacher at the school, (01-656 0822).

SALARY - Burmah Scale 4 with London Area Allowance.

This post is exempt from LMOEC procedures as it is a special case.

Applications are invited from teachers with relevant experience will be welcome. (01355) 135618

Full details of the post are available from the Head Teacher at the school, (01-656 0822).

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SUFFOLK
IPSWICH SCHOOL
Preparatory boys school
1988-89 day boys
The Headship is vacant from September 1988 to be filled by a man with a minimum of 10 years experience of the main school.
Further details from the Headmaster, Ipswich School, Ipswich, Suffolk, IP1 3SG. (01232) 300010

By Subject Classification

Art and Design

Other Assistants

LONDON

Required immediately a well qualified Art teacher for girls aged 9 - 13 years, three afternoons per week.
Salary according to Barnham Scale.
Apply with curriculum vitae to Headmaster, Glenower Preparatory School, 87 Queens Gate, London, SW7 (01537) 301224

English

Heads of Department

LONDON
LEIGHAM (MILL HILL JUNIOR SCHOOL)
Required in January 1988 (Temporary or permanent) or in April/September 1988 (Permanent) a HEAD of ENGLISH and DRAMA. Help with writing, giving full C.V. and names of two referees to: G.C. Smith, The Master, Leigham, The Ridgeway, 42nd Hill, London, W2 4JL (01468) 202418

Geography

Heads of Department

KENT
WELLESLEY HOUSE
Broadstairs CT10 9DG
(I.A.P.S. Co-educational, mostly boarding, 150 boys and 50 girls)
Required for April 1988: experienced and qualified teacher of Geography and Common Entrance and School. Help with writing, giving full C.V. and names of two referees to: The Headmaster, Wellesley House, Broadstairs, Kent, CT10 9DG (01518) 300618

Other Assistants

STAFFORDSHIRE
ST. BEDE'S SCHOOL
Bilston
Required for January 1988 a qualified teacher of Geography to C.E. and Public School. Help with writing, giving full C.V. and names of two referees to: The Headmaster, St. Bede's School, Bilston, Staffs, B40 1JL (09223) 302624

SOMERSET

JUNIOR SCHOOL

QUEENS COLLEGE

Taunton

Applications are invited for the post of

HEAD

which becomes vacant from 1 September 1988 on the retirement of H. Birchall (a member of IAPS). The School has 150 pupils, is full co-educational half boarding and half day.

Further particulars may be obtained from: The Headmaster, Queens College, Taunton (Tel: 0823 72559), to whom applications should be sent by 9 November.

Modern Languages

Other Assistants

DORSET
SWANSEA
Dorset BH15 1PR
Required for January 1988 a qualified Music Teacher with a minimum of 5 years experience. The post is full time. Salary: £11,000. Apply with C.V. and names of two referees to: The Headmaster, Swansea Preparatory School, Swansea, SA1 1JL (01792) 303584

GLOUCESTERSHIRE
HOUSEMASTERS/MISTRESS
Required for January 1988 a qualified French teacher in co-educational French school in the Cotswolds region. The post is full time. Salary: £11,000. Apply with C.V. and names of two referees to: The Headmaster, Gloucester Preparatory School, Gloucester, GL1 2JL (01452) 301224

HAMPSHIRE

WEST HILL PARK

Titchfield, Fareham,

IAPS Co-educational day and boarding, 190 pupils

Required for January 1988 a qualified French teacher in co-educational French school in the Cotswolds region. The post is full time. Salary: £11,000. Apply with C.V. and names of two referees to: The Headmaster, West Hill Park, Titchfield, Fareham, Hampshire, PO14 1JL (01468) 202418

YORK

Experienced French teacher required for January 1988 in co-educational French school in the Cotswolds region. The post is full time. Salary: £11,000. Apply with C.V. and names of two referees to: The Headmaster, York Preparatory School, York, YO1 1JL (01904) 303584

Music

Heads of Department

HERTFORDSHIRE
WORK HOUSE SCHOOL
I.A.P.S. Day School for 348
Required for January 1988 a qualified Music Teacher with a minimum of 5 years experience. The post is full time. Salary: £11,000. Apply with C.V. and names of two referees to: The Headmaster, Work House School, Hertford, Herts, SG9 6JL (04648) 303584

Other Assistants

HERTFORDSHIRE
WORK HOUSE SCHOOL
I.A.P.S. Day School for 348
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Other Assistants

LONDON SE21
ROSEMEAD PREPARATORY SCHOOL
1988-89 day boys
The Headship is vacant from September 1988 to be filled by a man with a minimum of 10 years experience of the main school.
Further details from the Headmaster, Rosemead Prep School, Rosemead, London, SE21 1JL (0181) 300010

Physical Education

Other Assistants

SURREY
PREPARATORY SCHOOL
Hill Road, Haslemere, Surrey GU27 0JL
Required for January 1988 a qualified Music Teacher with a minimum of 5 years experience. The post is full time. Salary: £11,000. Apply with C.V. and names of two referees to: The Headmaster, Hill Road, Haslemere, Surrey, GU27 0JL (01424) 303584

Religious Education

Heads of Department

BRISTOL
COLSTON'S PREPARATORY SCHOOL
170 Day Boys, 50 Boarders
Required for January 1988 a qualified Music Teacher with a minimum of 5 years experience. The post is full time. Salary: £11,000. Apply with C.V. and names of two referees to: The Headmaster, Colston's Prep School, Bristol, BS1 1JL (0117) 303584

Science

Heads of Department

SURREY
DOWNSEND SCHOOL
Letchworth, Herts
Required for January 1988 a qualified Music Teacher with a minimum of 5 years experience. The post is full time. Salary: £11,000. Apply with C.V. and names of two referees to: The Headmaster, Downsend School, Letchworth, Herts, SG9 6JL (04648) 303584

Other than by Subject

Classification

Heads of Department

LONDON
NOTTING HILL & SALING
Required for January 1988 a qualified Music Teacher with a minimum of 5 years experience. The post is full time. Salary: £11,000. Apply with C.V. and names of two referees to: The Headmaster, Notting Hill & Saling, London, W2 4JL (01468) 202418

Other Assistants

BERKSHIRE
LANGLEY COLLEGE OF FURTHER EDUCATION
Reading
Required for January 1988 a qualified Music Teacher with a minimum of 5 years experience. The post is full time. Salary: £11,000. Apply with C.V. and names of two referees to: The Headmaster, Langley College, Reading, RG1 1JL (0118) 303584

Other Assistants

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Reading
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DORSET
CLAYMORE PREPARATORY SCHOOL
Blandford
Required for January 1988 a qualified Music Teacher with a minimum of 5 years experience. The post is full time. Salary: £11,000. Apply with C.V. and names of two referees to: The Headmaster, Claymore Prep School, Blandford, Dorset, BH15 1JL (01792) 303584

Physical Education

Other Assistants

GLOUCESTERSHIRE
GWENT BORDE
Cheltenham
Required for January 1988 a qualified Music Teacher with a minimum of 5 years experience. The post is full time. Salary: £11,000. Apply with C.V. and names of two referees to: The Headmaster, Gwent Borde, Cheltenham, Glos, GL51 1JL (01243) 303584

Religious Education

Heads of Department

BRISTOL
COLSTON'S PREPARATORY SCHOOL
170 Day Boys, 50 Boarders
Required for January 1988 a qualified Music Teacher with a minimum of 5 years experience. The post is full time. Salary: £11,000. Apply with C.V. and names of two referees to: The Headmaster, Colston's Prep School, Bristol, BS1 1JL (0117) 303584

Science

Heads of Department

SURREY
DOWNSEND SCHOOL
Letchworth, Herts
Required for January 1988 a qualified Music Teacher with a minimum of 5 years experience. The post is full time. Salary: £11,000. Apply with C.V. and names of two referees to: The Headmaster, Downsend School, Letchworth, Herts, SG9 6JL (04648) 303584

Other than by Subject

Classification

Heads of Department

LONDON
NOTTING HILL & SALING
Required for January 1988 a qualified Music Teacher with a minimum of 5 years experience. The post is full time. Salary: £11,000. Apply with C.V. and names of two referees to: The Headmaster, Notting Hill & Saling, London, W2 4JL (01468) 202418

Other Assistants

BERKSHIRE
LANGLEY COLLEGE OF FURTHER EDUCATION
Reading
Required for January 1988 a qualified Music Teacher with a minimum of 5 years experience. The post is full time. Salary: £11,000. Apply with C.V. and names of two referees to: The Headmaster, Langley College, Reading, RG1 1JL (0118) 303584

Other Assistants

BERKSHIRE
LANGLEY COLLEGE OF FURTHER EDUCATION
Reading
Required for January 1988 a qualified Music Teacher with a minimum of 5 years experience. The post is full time. Salary: £11,000. Apply with C.V. and names of two referees to: The Headmaster, Langley College, Reading, RG1 1JL (0118) 303584

KENT
ST. MICHAEL'S SCHOOL
Canterbury
Required for January 1988 a qualified Music Teacher with a minimum of 5 years experience. The post is full time. Salary: £11,000. Apply with C.V. and names of two referees to: The Headmaster, St. Michael's School, Canterbury, Kent, CT1 1JL (01782) 303584

Physical Education

Other Assistants

LONDON E17
FOREST JUNIOR SCHOOL
Near Southbrook, London
Required for January 1988 a qualified Music Teacher with a minimum of 5 years experience. The post is full time. Salary: £11,000. Apply with C.V. and names of two referees to: The Headmaster, Forest Junior School, London, E17 1JL (01858) 303584

Religious Education

Heads of Department

BRISTOL
COLSTON'S PREPARATORY SCHOOL
170 Day Boys, 50 Boarders
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Science

Heads of Department

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Letchworth, Herts
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Other than by Subject

Classification

Heads of Department

LONDON
NOTTING HILL & SALING
Required for January 1988 a qualified Music Teacher with a minimum of 5 years experience. The post is full time. Salary: £11,000. Apply with C.V. and names of two referees to: The Headmaster, Notting Hill & Saling, London, W2 4JL (01468) 202418

Other Assistants

BERKSHIRE
LANGLEY COLLEGE OF FURTHER EDUCATION
Reading
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Other Assistants

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LANGLEY COLLEGE OF FURTHER EDUCATION
Reading
Required for January 1988 a qualified Music Teacher with a minimum of 5 years experience. The post is full time. Salary: £11,000. Apply with C.V. and names of two referees to: The Headmaster, Langley College, Reading, RG1 1JL (0118) 303584

LONDON
NORTH BRIDGE HOUSE
Independent Co-educational Preparatory School
London NW1 4JL
Required for January 1988 a qualified Music Teacher with a minimum of 5 years experience. The post is full time. Salary: £11,000. Apply with C.V. and names of two referees to: The Headmaster, North Bridge House, London, NW1 4JL (01468) 202418

Physical Education

Other Assistants

LONDON
FOREST JUNIOR SCHOOL
Near Southbrook, London
Required for January 1988 a qualified Music Teacher with a minimum of 5 years experience. The post is full time. Salary: £11,000. Apply with C.V. and names of two referees to: The Headmaster, Forest Junior School, London, E17 1JL (01858) 303584

Religious Education

Heads of Department

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170 Day Boys, 50 Boarders
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Science

Heads of Department

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Other than by Subject

Classification

Heads of Department

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Other Assistants

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THE TIMES EDUCATIONAL SUPPLEMENT 11.10.85
PREPARATORY SCHOOLS
continued

Physical Education

Other Assistants

SHROPSHIRE
THE OLLY HALL SCHOOL
Walsingham, Shropshire
Required for January 1988 a qualified Music Teacher with a minimum of 5 years experience. The post is full time. Salary: £11,000. Apply with C.V. and names of two referees to: The Headmaster, The Ollly Hall School, Walsingham, Shropshire, WV1 1JL (01925) 303584

Religious Education

Heads of Department

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Science

Heads of Department

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Letchworth, Herts
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Other than by Subject

Classification

Heads of Department

LONDON
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Science

Heads of Department

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Other than by Subject

Classification

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Other Assistants

BERKSHIRE
LANGLEY COLLEGE OF FURTHER EDUCATION
Reading
Required for January 1988 a qualified Music Teacher with a minimum of 5 years experience. The post is full time. Salary: £11,000. Apply with C.V. and names of two referees to: The Headmaster, Langley College, Reading, RG1 1JL (0118) 303584

CHESHIRE
MID-CHESHIRE COLLEGE OF FURTHER EDUCATION
Stockport
Required for January 1988 a qualified Music Teacher with a minimum of 5 years experience. The post is full time. Salary: £11,000. Apply with C.V. and names of two referees to: The Headmaster, Mid-Cheshire College, Stockport, Cheshire, SK1 1JL (01625) 303584

Physical Education

Other Assistants

SHROPSHIRE
THE OLLY HALL SCHOOL
Walsingham, Shropshire
Required for January 1988 a qualified Music Teacher with a minimum of 5 years experience. The post is full time. Salary: £11,000. Apply with C.V. and names of two referees to: The Headmaster, The Ollly Hall School, Walsingham, Shropshire, WV1 1JL (01925) 303584

Lancashire County Council

An Equal Opportunities Employer.
BLACKBURN COLLEGE
Fellenden Street, Blackburn, BB2 1LH

Applications are invited for the following posts. Candidates should have an appropriate degree of professional qualification and relevant teaching and industrial experience.

SALARY: PRINCIPAL LECTURER £13,095 - £16,467
LECTURER GRADE I £5,910 - £10,512

PRINCIPAL LECTURER - TEACHING AND LEARNING RESOURCES Ref. CL1
To undertake responsibility for the development of teaching and learning resources and to teach within his/her particular discipline.

SCHOOL OF CONTINUING EDUCATION
PRINCIPAL LECTURER - EDUCATIONAL DEVELOPMENT Ref. CL2
To undertake responsibility for the development of a curriculum to meet the changing needs of the community and to be responsible for secondary school link courses.

LECTURER I - VOCATIONAL PREPARATION Ref. CE1
To support YTS Mode 'A' off the job provision and to work with the unemployed.

SCHOOL OF FOOD AND COMMUNITY STUDIES
LECTURER I - PSYCHOLOGY Ref. FC1
To teach on a range of courses including GCE 'O' and 'A' Level.

SCHOOL OF BUSINESS AND SECRETARIAL STUDIES
LECTURER I - LAW AND BUSINESS STUDIES Ref. BS1
To teach to National Diploma Level in Law and other Business Studies subjects such as Organisation and the Environment, Accounts and Business Administration.

Application forms and further details (SAE please) for ALL the above posts available from/returnable to The Vice-Principal (Resources) at the College. Tel. 0254 56144.

Closing date: Tuesday 22nd October 1985.

The Lancashire County Council is an Equal Opportunities employer.

(9882)

COLLEGES OF FURTHER EDUCATION continued

ENFIELD
LONDON BOROUGH OF
EDUCATION DEPARTMENT
An Equal Opportunity Employer
SOUTHWATER TECHNICAL COLLEGE
Principal: W.A.G. Eason
M.A. Eson, F.I.Mech.E.
F.R.S.A. LECTURER GRADE II IN DISPLAY

The successful candidate will be responsible for display courses covering BTCE and British Display Society syllabi.

Previous experience with the above courses is essential. Salary scale (including London weighting allowance) (£5,910 - £12,717).

Application forms and further details (SAE please) for ALL the above posts available from/returnable to The Vice-Principal (Resources) at the College. Tel. 0254 56144.

Closing date: Tuesday 22nd October 1985.

The Lancashire County Council is an Equal Opportunities employer.

GRAMPIAN REGIONAL COUNCIL ABERDEEN COLLEGE OF COMMERCE

SENIOR LECTURER 'A' IN ACCOUNTING

New post in Department of Accounting and Legal Studies. Required: Lecturer in Accounting and related subjects to full and part-time students on professional examinations of such bodies as the Chartered Association of Certified Accountants and Institute of Cost Accountants. The successful candidate will also have courses and subject responsibility and administrative responsibilities.

Candidates should hold a degree or diploma which includes accounting or a relevant professional qualification. Salary scale £13,717 to £14,184 (or £16,104 depending on experience of work undertaken).

Application forms and further details (SAE please) for ALL the above posts available from/returnable to The Vice-Principal (Resources) at the College. Tel. 0254 56144.

Closing date: Tuesday 22nd October 1985.

The Lancashire County Council is an Equal Opportunities employer.

BANFF AND BUCHAN College of Further Education

LECTURER 'A' IN ELECTRONICS/CONTROL ENGINEERING

Applicants should hold a degree in Electronics Engineering or equivalent or industrial experience in one or more of the following fields: Electronics, Digital Electronics, Microprocessors, Control.

Required to teach a range of work including the SCOTVEC Courses in Electrical and Electronics Engineering, plus £13,717 depending on experience or work undertaken.

Application forms and further details (SAE please) for ALL the above posts available from/returnable to The Vice-Principal (Resources) at the College. Tel. 0254 56144.

Closing date: Tuesday 22nd October 1985.

The Lancashire County Council is an Equal Opportunities employer.

LECTURER I - Mathematics

To teach GCE 'O' and 'A' level and/or BTCE units. Appropriate qualifications/experience required.

Salary scale: (under review) Lecturer I: £7,548 - £12,099 per annum
Lecturer I: £5,910 - £10,512 per annum
Plus £284 per annum London Fringe Area Allowance.

Commencing salary dependent upon qualifications and experience.

Generous relocation expenses in approved cases.

Further details and application forms from the Principal to be returned by MONDAY 21 OCTOBER 1985.

(9883)

HAMPSHIRE COLLEGE OF FURTHER EDUCATION continued

ENFIELD
LONDON BOROUGH OF
EDUCATION DEPARTMENT
An Equal Opportunity Employer
SOUTHWATER TECHNICAL COLLEGE
Principal: W.A.G. Eason
M.A. Eson, F.I.Mech.E.
F.R.S.A. LECTURER GRADE II IN DISPLAY

The successful candidate will be responsible for display courses covering BTCE and British Display Society syllabi.

Previous experience with the above courses is essential. Salary scale (including London weighting allowance) (£5,910 - £12,717).

Application forms and further details (SAE please) for ALL the above posts available from/returnable to The Vice-Principal (Resources) at the College. Tel. 0254 56144.

Closing date: Tuesday 22nd October 1985.

The Lancashire County Council is an Equal Opportunities employer.

GRAMPIAN REGIONAL COUNCIL ABERDEEN COLLEGE OF COMMERCE

SENIOR LECTURER 'A' IN ACCOUNTING

New post in Department of Accounting and Legal Studies. Required: Lecturer in Accounting and related subjects to full and part-time students on professional examinations of such bodies as the Chartered Association of Certified Accountants and Institute of Cost Accountants. The successful candidate will also have courses and subject responsibility and administrative responsibilities.

Candidates should hold a degree or diploma which includes accounting or a relevant professional qualification. Salary scale £13,717 to £14,184 (or £16,104 depending on experience of work undertaken).

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Lecturer I: £5,910 - £10,512 per annum
Plus £284 per annum London Fringe Area Allowance.

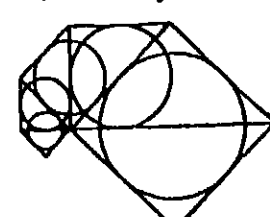
Commencing salary dependent upon qualifications and experience.

Generous relocation expenses in approved cases.

Further details and application forms from the Principal to be returned by MONDAY 21 OCTOBER 1985.

(9883)

Kent County Council Education Committee



Mid-Kent College of Higher and Further Education

LECTURER GRADE I IN BUSINESS COMPUTING

Required as soon as possible to teach business computing to BTCE and professional courses.

Candidates should also be able to contribute to the teaching of Numeracy and Accounting on BTCE National Courses.

Applications are invited from candidates who have the appropriate qualifications and experience and are willing to contribute to the work of a busy and expanding Department.

Salary Scale: £5,910 - £10,512.

Further details available from the Principal, Mid-Kent College of Higher and Further Education, Horsted, Maidstone Road, Chatham, Kent ME5 9UQ to whom completed applications should be returned by Wednesday, 23 October 1985.

(7448)

LECTURER II IN THE DEPARTMENT OF ELECTRICAL & ELECTRONIC ENGINEERING

The appointee will be required to teach Electronics, Microelectronics and Electrical and Electronic Principles up to level IV on BTCE courses in addition to some teaching of similar subjects on City and Guilds courses.

Salary Scale: £7,548 - £12,099.

Further details available from the Principal, Mid-Kent College of Higher and Further Education, Horsted, Maidstone Road, Chatham, Kent ME5 9UQ to whom completed applications should be returned by Wednesday, 23 October 1985.

(7448)

BORDERS COLLEGE OF FURTHER EDUCATION

LECTURER A - ELECTRONICS/CONTROL ENGINEERING

£9123 - £13416

Applications are invited from persons holding a Degree in Electronic Engineering or an equivalent qualification.

The post involves teaching to SCOTVEC Higher Certificate level.

Industrial experience in one or more of the following fields would be an advantage:

Analogue Digital Electronics
Control Engineering, or
Printed Circuit Technology

Closing date: 21 October 1985.

Application forms and further particulars may be obtained from the Personnel Department, Regional Headquarters, Newtown St. Boswells TD8 0BA.

Completed forms should be returned to the Director of Education at Regional Headquarters.

(9884)

REGIONAL COUNCIL

Borders

CASSIO COLLEGE

Langley Road, Watford, Herts WD1 3RH.
Department of Academic and Social Studies

Lecturer Grade II Modern Languages

To teach French to GCE O and A Level, Catering French and RSA levels 1 and 2. Candidates should be able to offer a second foreign language. The post is tenable from 1st January 1986 or as soon as possible thereafter.

Salary in range £7,926 - £12,705 plus £284 outer London fringe allowance.

Lecturer Grade I (half time) Law

To teach Law and related legal areas to a range of courses across the College including GCE A Level and BTCE National Diploma courses. The post is tenable from 1st January 1986 or as soon as possible thereafter.

Salary in range £5,207 - £11,220 plus £284 Outer London Fringe Allowance pro rata.

Lecturer Grade II, Retail Distribution

Applications are invited for the above post which is for someone to act as Senior Tutor and leader of a vigorous and developing section of the Department. Courses run include the Foundation Certificate in Retail Management and BTCE National Diploma and Certificate in Business Studies (Distribution) and Business Studies (Travel and Tourism). This post will appeal to someone with an interest in curriculum development. The post is tenable from 1st January 1986 or as soon as possible thereafter.

Salary in range £7,926 - £12,705 plus £284 Outer London Fringe Allowance.

Application forms and further details for all the above posts obtainable from the Principal, Cassio College, Watford, Herts WD1 3RH. Please send stamped addressed envelope, and state post of interest. Please quote ref. 7453.

Closing date for applications 21st October 1985.

(7453)

WEST GLAMORGAN County Council

Education Department TEACHING/LECTURING VACANCIES

Applications are invited for the following posts to commence in January, 1986 or earlier if possible.

Application forms and further details for the following posts must be obtained from the appropriate College/School:

Afan College, Margam, Port Talbot, SA13 2AL.

1. **Lecturer in Computer Studies - L.1**
A suitably qualified and experienced LECTURER is required to teach Computer Studies to G.C.E. 'O' and 'A' Level and also to assist in teaching a wide range of other courses in Computing. (Post Ref. 2:42:85).

2. **Lecturer in Drama - L.1**
A Lecturer qualified in Drama and Theatre Arts is required to establish and develop a wide range of Drama Courses, including G.C.E. 'O' and 'A' Level Courses, Communication Studies, Collaborative Studies in the Creative Arts and Elective Studies. (Post Ref. 3:42:85).

Neath College, Dwr-y-Felin Road, Neath, SA10 7RF.

Lecturer in English/Communication - L.1
A Lecturer to teach on a variety of courses as a member of the School of Language and Communication. Ability to teach Communication Skills to students on Business and Catering Courses is required. Enthusiasm for and skills in teaching G.C.E. classes is also essential. There will be a contribution to a Personal Studies Programme and a small amount of 'A' Level English Teach for a suitable candidate. (Post Ref. 4:42:85). (7411)

(9885)

THE COMPUTER UNIT

LECTURER II IN COMPUTER STUDIES

Applications are invited for the post of Lecturer II to join a team teaching computing to a wide range of courses. The successful candidate will be required to co-ordinate the teaching of the BTCE Diploma in Computing Studies, and the ability to offer COBOL as a programming language would be an advantage.

Further details and application form from the Principal on receipt of a stamped addressed foolscap envelope and to be returned by 25 October 1985.

(9885)

COLLEGES OF FURTHER EDUCATION continued

HAMPSHIRE BROCKENHURST COLLEGE
Full-time Lecturer in Business Studies. A vacancy in Business Studies. Please send full advertisement under Tertiary and Sixth Form Colleges. (00704) 250056

HUMBERSIDE COUNTY COUNCIL
THE EAST VOESIDE COLLEGE OF FURTHER EDUCATION
LECTURER MOTOR VEHICLE WORK
£5,910 - £10,512 (under review)

Applicants should be able to demonstrate knowledge of up to date practices and a determination to help develop the area. An ability to offer other courses such as welding would be an advantage.

Salary in range £5,207 - £11,220 plus £284 Outer London Fringe Allowance pro rata.

Lecturer Grade II, Retail Distribution

Applications are invited for the above post which is for someone to act as Senior Tutor and leader of a vigorous and developing section of the Department. Courses run include the Foundation Certificate in Retail Management and BTCE National Diploma and Certificate in Business Studies (Distribution) and Business Studies (Travel and Tourism). This post will appeal to someone with an interest in curriculum development. The post is tenable from 1st January 1986 or as soon as possible thereafter.

Salary in range £7,926 - £12,705 plus £284 Outer London Fringe Allowance.

Application forms and further details for all the above posts obtainable from the Principal, Cassio College, Watford, Herts WD1 3RH. Please send stamped addressed envelope, and state post of interest. Please quote ref. 7453.

Closing date for applications 21st October 1985.

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Applications are invited for the post of Lecturer II to join a team teaching computing to a wide range of courses. The successful candidate will be required to co-ordinate the teaching of the BTCE Diploma in Computing Studies, and the ability to offer COBOL as a programming language would be an advantage.

LEEDS CITY COUNCIL DEPARTMENT OF EDUCATION continued

EDWARDS COLLEGE OF BUILDING
North Street, Leeds LS2 7QT
Tel. 433 1212
Principal: P.R. Shaker, T.D.
LECTURER GRADE II IN PLASTERING

To teach on and be responsible for the plastering courses in the Building Department. The successful candidate should be a qualified plasterer with a minimum of 5 years' experience in plastering and a qualification in Plastering, and a qualification in General Building. The possession of a certificate of teacher training will be a necessary requirement together with good industrial and teaching experience.

Salary: £7,915 - £13,558 (under review).

Duties to commence as soon as possible but no later than 1st January 1986.

Further details and application forms are available from the Principal to whom completed application forms should be returned by 14th day after appearance of advertisement.

Leads in an equal opportunities employer.

(9886)

LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity

CHARLES KEENE COLLEGE OF FURTHER EDUCATION

DEPARTMENT OF ELECTRONICS AND MATHEMATICS

LECTURER GRADE I IN ELECTRONICS

Applications are invited for the above post which is for someone to act as Senior Tutor and leader of a vigorous and developing section of the Department. Courses run include the Foundation Certificate in Retail Management and BTCE National Diploma and Certificate in Business Studies (Distribution) and Business Studies (Travel and Tourism). This post will appeal to someone with an interest in curriculum development. The post is tenable from 1st January 1986 or as soon as possible thereafter.

Salary in range £7,926 - £12,705 plus £284 Outer London Fringe Allowance.

Application forms and further details for all the above posts obtainable from the Principal, Cassio College, Watford, Herts WD1 3RH. Please send stamped addressed envelope, and state post of interest. Please quote ref. 7453.

Closing date for applications 21st October 1985.

(9886)

THE COMPUTER UNIT

LECTURER II IN COMPUTER STUDIES

Applications are invited for the post of Lecturer II to join a team teaching computing to a wide range of courses. The successful candidate will be required to co-ordinate the teaching of the BTCE Diploma in Computing Studies, and the ability to offer COBOL as a programming language would be an advantage.

Further details and application form from the Principal on receipt of a stamped addressed foolscap envelope and to be returned by 25 October 1985.

(9886)

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LECTURER II IN COMPUTER STUDIES

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Further details and application form from the Principal on receipt of a stamped addressed foolscap envelope and to be returned by 25 October 1985.

(9886)

THE COMPUTER UNIT

LECTURER II IN COMPUTER STUDIES

COLLEGES OF FURTHER EDUCATION

LANCASHIRE COUNTY COUNCIL
An Equal Opportunity Employer

MELTON MOWBRAY COLLEGE OF F.E.
Asfordby Road, Melton Mowbray, Leics. LE88 8BP
Tel: Melton 67431

NELSON & COLNE COLLEGE
Scotland Road, Nelson
Required 1st January 1986

Scale L1 - Qualified Teacher with a professional and highly flexible approach of the full range of Home Economics and related subjects.

Application forms from/to the Chief Administrative Officer at the College (SAE please).

Closing date: 24th October 1985. (01294) 220026

LANCASHIRE

ROCHDALE TECHNICAL COLLEGE

Required immediately to teach Plumbing, Practical and Technology, and other basic subjects. (75% Full-time).

For further information application form, write to: Mr. Mary's Date, Rochdale College, 01294 220026, Ext. 203. 220026 (01294)

LINCOLNSHIRE

STAMFORD COLLEGE FOR FURTHER EDUCATION

APPOINTMENT OF LECTURER IN BUSINESS STUDIES

Lecturer grade I is required to teach Accounts, GCE and BTEC students. The ability to offer other subjects is desirable - particularly small business systems and principles of supervision.

For further details about the post please telephone the College (01509 64141) (PE11141) (01509) 220026

LONDON

Business Studies/Office Practice Tutor required. 1st Nov. Suit book-keeper/secretary or related accounts. At James's Secretarial College, 4 Westward Road, E.C.1. Tel: 01353 220026

TOTTENHAM COLLEGE OF TECHNOLOGY

High Road, London N15 4RU
Telephone: 01 802 3111
Principal: J. R. Pury Williams, MSc, PhD, CEng, FRES, FIBiol

Marketing and Development Officer

To be responsible to the Principal for marketing the work of the College and developing the College response to initiatives especially where income generating activities are concerned.

Candidates should have experience of Further Education and a proven flair for marketing activities. Possession of a degree or professional qualification would be useful.

N.J.C. Conditions of Service, Scale 80.2: £11,807 - £12,261 per annum inclusive of London Weighting.

Application forms and further details from Mrs. E. Rowe, Staffing, Tottenham College of Technology, High Road, London N15 4RU.

Closing date: 25th October 1985.

Haringey

Progress with humanity

Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

CITY OF COVENTRY

Department of Social Care

LECTURER I - SOCIOLOGY

Ideally candidates should possess an Honours Degree in Sociology, a teaching qualification and some experience of teaching post-16 students.

Salary scale (under review) £5910 - £10812.

Further particulars and application form are available from the Principal, Tile Hill College of Further Education, Tile Hill Lane, Coventry CV4 9SU. Tel: Coventry 481444, Ext. 224, to whom applications should be returned by Friday, 25th October 1985.

Tile Hill College of Further Education

Derbyshire Education Committee

Northamptonshire

Wellingborough College

LECTURER I IN BUSINESS STUDIES

LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer

MELTON MOWBRAY COLLEGE OF F.E.
Asfordby Road, Melton Mowbray, Leics. LE88 8BP
Tel: Melton 67431

CO-ORDINATOR FOR SPECIAL NEEDS - L1

Applications are invited from suitably qualified persons for the above post with effect from January 1986.

Further details and application forms are available from the Principal, Melton Mowbray College of F.E., Asfordby Road, Melton Mowbray, Leics. LE88 8BP.

Application forms from/to the Chief Administrative Officer at the College (SAE please).

Closing date: 24th October 1985. (01294) 220026

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Tile Hill College of Further Education

Derbyshire Education Committee

Northamptonshire

Wellingborough College

LECTURER I IN BUSINESS STUDIES

MERTON LONDON BOROUGH OF

MERTON COLLEGE
FURNER GRADE III IN COMPUTING

Applications are invited for the post of Lecturer Grade III in Computing.

The post is for a person with suitable qualifications and experience in Computing, who is interested in a career in teaching BASIC and Microprocessors Systems to BTEC students, as well as Data Processing and Systems Flow Charting.

Salary: £7,548 to £12,089 per annum plus £1,038 per annum London Allowance.

Application forms and further details are available from the Principal, Merton College, Merton Road, Merton, Surrey, to whom completed applications should be returned by Friday, 25th October 1985.

MIDGLANDS

STAMFORD COLLEGE FOR FURTHER EDUCATION

APPOINTMENT OF LECTURER IN BUSINESS STUDIES

Lecturer grade I is required to teach Accounts, GCE and BTEC students. The ability to offer other subjects is desirable - particularly small business systems and principles of supervision.

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LONDON

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Closing date: 25th October 1985.

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CITY OF COVENTRY

Department of Social Care

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CITY OF COVENTRY

Department of Social Care

LECTURER I - SOCIOLOGY

METROPOLITAN BOROUGH OF
NORTH TYNESIDE

Education Department

YOUTH AND COMMUNITY
WORKER

Killingworth Communicare

Applications are invited from suitably qualified and experienced candidates for the above appointment which involves a responsibility for the overall development of the voluntary youth association at Killingworth Communicare and to assist with the organization and supervision of adult association activities within this purpose built Youth and Community Centre.

Conditions of Service are in accordance with the J.N.C. for Youth Leaders and Community Centre Workers with salary based on Scale 2 Ls. £8,357 - £8,103 per annum (1984 salary agreement). Addition for Longer Training - £385 per annum.

Closing Date: 26th October 1985
It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status.

Write for applications for the above post, including S.A.E. to the Personnel Department, 7 Northumberland Square, North Shields, Tyne and Wear NE30 1QQ

YOUTH WORKER (Full-time)

Ref no: CNL/1485/CO

Salary Scale: JNC 3 (4-8) £8595-£9651

Youth Worker needed to work at the Riverside in the City of Bath. An understanding of the special needs of black young people is essential.

Applicants should be qualified in accordance with JNC Conditions of Service for Youth and Community Centre Workers.

For informal discussion contact Clive Peters, Tel: Bristol 290777 Ext. 564.

Further details and application form, returnable by 4th November 1985, from Director of Personnel (Tel. Bristol 298586 - Answer on this number after office hours), PO Box 270, Avon House, The Haymarket, Bristol, BS99 7HE.

Please quote reference number.
Community Leisure Department
(0853)

Agriculture & Technical Teachers

Cut out for the
Third World?

Voluntary Service Overseas is looking for teachers trained in Agricultural Science, Design and Technology, Carpentry and Metalwork to instruct and to assist in the development of curricula in secondary schools and vocational colleges. There are over 10 posts in countries including Zimbabwe, Zambia, Uganda, Nigeria and the Caribbean.

Candidates should be aged between 20 and 65, without dependants and willing to be posted for two years - working for no more than the local rate of pay.

You need understanding and sensitivity as well as a real concern to combat all exploitation - whether economic, racial, political or sexual.

(Most employers, by the way, will give VSO volunteers leave of absence.)

For more information, please complete this coupon, cut out and post to: Enquiries Unit, Voluntary Service Overseas, 9 Belgrave Square, London SW1X 8PW.

I'm interested in volunteering. My qualifications or experience are:

VSO
Working Overseas
Only by post, please.

VSO also needs: teachers, engineers, technicians, nurses, community workers, and other professionals. Write to: VSO, 9 Belgrave Square, London SW1X 8PW.

YOUTH & COMMUNITY
continuedNORTHUMBERLAND
COUNTY COUNCIL

EDUCATION DEPARTMENT

APPOINTMENT

GENERAL SECRETARY

Applications are invited for the important post of General Secretary of the Y.M.C.A. Salary £7,600 per annum, J.N.C. Scale 111. Further details obtainable by forwarding a foolscap stamped addressed envelope to Mr. A. Steele, Assistant Y.M.C.A. North View, Northumberland, (09585) 440000

Overseas
AppointmentsCHRISTIAN
TEACHERS
FOR AFRICA

To teach Biology, Chemistry, Agriculture, TSS, Arts and Subjects in Secondary Schools. Secondary teachers of the blind and handicapped. Country instructors also needed.

CYPRUS

TEACH IN CYPRUS THE

MIDDLE EAST AND NORTH

AFRICA

Many hundreds of teachers for all subjects and grades will be required from primary to university levels for the next academic year. Good pay, no tax, term time and good employment conditions.

EFL TEACHERS

Graduates/Qualified

Teachers required for vacancies

in Spain and Singapore. Vacan-

cies at short notice are possible

in other European coun-

tries.

Write with C.V. to: In-

stitute Teacher Service, 10 Rotton

Park Road, Birmingham B15

2JJ. (05280) 460000

EUROPE

TEACHER EXCHANGE

(Europe)

British teachers of Mod-

ern Languages currently

employed in Europe are

invited to apply for a

post-exchange in Aus-

tralia, Belgium, Federal

Republic of Germany, Spain

and Sweden. The ap-

pointment is for one year, one

term or half a term. A small

number of exchange

appointments are also

available in Denmark.

Please write for further

details to: British

Council Bureau (TSS 1),

Central Bureau for Ex-

change Visits and Exchanges,

Seymour House, London,

Seymour House, London,

Seymour House, London,

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Seymour House, London,

Seymour House, London,

GREECE
Qual English Teachers req. by
Priv. Eng. School, January -
June 1986. Ideal for couple.
Apply with C.V., photos to -
G. Michalopoulos School of
English, 562 Antistates,
55300 Alexandria, Isthmia,
Sakoula, Greece.
(01176) 460000

GREECE
YOUNG TEACHER male or
female to teach Economics and
Maths (A level) to young stu-
dents and prepare him for
University entry. Satisfac-
tory salary plus full board
and good management abilities
are essential.
Apply to: Mrs A. Skolar-
idou, 16 Parnassos Street,
145 61 Kifissia, Greece.
(01985) 460000

HONG KONG
CHRISTIAN SECONDARY
SCHOOL
Apply with C.V., photos to -
G. Michalopoulos School of
English, 562 Antistates,
55300 Alexandria, Isthmia,
Sakoula, Greece.
(01176) 460000

ITALY
One of the foremost schools
within the British Group of
Italy requires E.F.E. Director
of Studies. Degree 3 years
experience, R.N.A. Diploma
and good management abilities
are essential.
Full C.V. + photo im-
mediately to: British School of
Munich, via Vittorio Emanuele
1, 80013 Munich, Germany.
364966, (01349) 460000

KENYA
CHRISTIAN SECONDARY
SCHOOL
Nairobi, Kenya
Is looking for a well qualified
and experienced teacher for
January 1986.
All interested applicants
should apply in writing to The
Headmaster, Christian School,
Nairobi, Kenya and send
a complete copy of his
curriculum vitae and two
references. 460000

NEW ZEALAND
The following appointments
will be made to the staff of
the National College School
(2) Chemistry.
Qualified teachers wishing
to apply should write to
The Headmaster, National
College School, P.O. Box 4691,
Christchurch, New Zealand
and send a complete copy of his
curriculum vitae and two
references. 460000

Overseas Appointments
Vanuatu

In line with the Government of Vanuatu's policy of creating an integrated system of education, a curriculum development unit has been established, for which the following staff are required.

Head of English - Malapoa College

At this co-educational college which comprises a lower school (7-10 years) and an upper school (11-13 years), you will be responsible for the English Department, Forms 1-4. There will also be involvement in the Secondary Curriculum Development Project and there will be a requirement to undertake boarding duties and extra-curricular activities.

Applicants should hold a BA (Hons) in English and a Diploma in Education/PGCE, have a minimum of seven years in secondary teaching of English to 'A' level and experience as Head of Department is desirable. Overseas experience; a knowledge of French and a qualification in teaching English as a second language would be useful.

Teacher of Maths - Matevulu College

At this newly established secondary school you will be responsible for teaching Mathematics to Forms 1 to 8 up to 'O' level. There will also be involvement in curriculum development and there will be a requirement to undertake boarding duties and extra-curricular activities.

Candidates should possess a BSc (Hons) in Mathematics, a Diploma in Education/PGCE, and have at least 5 years in teaching to GCE 'O' level or equivalent. Overseas experience; a knowledge of French; an interest in second language learning and an ability to teach Science to lower forms is desirable.

Candidates for both posts should be British Citizens aged 27-38, although older candidates will be considered. Each appointment is on contract to the Government of Vanuatu for a period of 24 months. Local salaries are in the range \$24,300-\$29,800 Vatu pa, plus tax free supplements, payable by ODA, in the range \$2,412-\$11,868 pa, for the Head of English post and \$2,836-\$10,068 pa, for the Teacher of Maths post.

Terminal gratuities of 25% of local salaries are also payable on satisfactory completion of contracts. Other benefits include free passages, children's education allowances and subsidised accommodation.

Exchange rate as at 18 September 1985 - £100 stg - 144.70 Vatu.

For full details and application forms, please apply, stating post concerned, quoting ref. AH312/JD/TES, and giving details of age, qualifications and experience to: Appointments Officer, Overseas Development Administration, Room 381, Abercrombie House, Eaglesham Road, EAST KILBRIDE, Glasgow G76 8EA.

OVERSEAS
ODA DEVELOPMENT
Britain helping nations to help themselves

TEACHERS FOR
ZIMBABWE

The Government of Zimbabwe wishes to recruit suitably qualified Secondary School Teachers on three year contracts commencing January, May and September 1986.

Preference will be given to certified graduates or certified non-graduates but applications from uncertified graduates will also be considered.

Qualifications in such subjects as Philosophy, Anthropology, Sociology etc will not be considered.

Interested persons are invited to send their applications to: The Senior Recruitment and Education Attache, Zimbabwe High Commission, 429 Strand, London WC2R 0SA.

All applications should include a brief curriculum vitae indicating in the case of graduates details of subjects taken on a year by year basis.

OVERSEAS POSTS
continued

SPAIN
BARCELONA, Spain
Required for January 1986 ex-
perience in teaching of English
and Physics to A level. A know-
ledge of Computer Studies an
advantage.
Reply with C.V. and photo
to: Anglo American School,
Aparado 178, Castelfibre,
(01199) 460000

SPAIN
EFL teacher wanted urgently
Valencia Province, Spain. Must
be qualified and speak some
Spanish. Free accommodation/
medical insurance. Send C.V.
to: C. Barrow, REET
Languages Centre, Norfolk
Road, Norwich, Norfolk
(01220) 460000

SPAIN
English young qualified
teachers required to start im-
mediately. Send photocopy of
photo.
Write: Oxford Centre, San
Miguel 18 - Zaragoza-50001.
(01645) 460000

TANZANIA
INTERNATIONAL
TANGANYIKA LTD
Dar Es Salaam
Required for January
1986

Nursery School Principals
to be responsible for
the school. 5 sides and 5
sides on a separate
campus.

Teacher of E.S.L. - to
be responsible for a class
of 10-15 year olds from
11 nationalities. A
trained teacher of infants
with a 50% qualification
preferred.

Free salary from
ODA. 5000-5500 sh.
Sages, baggage allowance
and housing provided.

For further details and
an application form, send
large S.A.E. to: The Secre-
tary, Lane, 130, Victoria
Road, London SW1 1JY. In-
terviews in January 1986.

TEACH ON
EXCHANGE IN USA

Qualified British teachers/
lecturers of all subjects with
5 years experience currently
teaching full-time in the
USA are invited to apply for post
to post exchange in the
USA during the 1986
academic year.

Teachers/lecturers are
seconded to the USA with
all incremental pension and
social security rights
safeguarded. Travel expenses
and a modest living allowance
are payable.

Further details and applica-
tion forms from: TEO (6),
The Central Bureau, Seymour
House, Seymour House,
London W11 3JY. Tel: 01-
486 5101, Ext. 448. The clo-
sure date for completed ap-
plications is 15th November
1985. (06590) 460000

TURKEY
TEACHERS OF ENGLISH

Required by Cikazka the old
private secondary school
in Turkey.

Applicants must have S.A.
Degree preferably in English
plus teaching certificate.
D.S.U. registration prefer-
red. Offered: comfortable
accommodation, salary of
75,000 t.l. net a month. Air
tickets to Istanbul provided.
Excellent vacation possibilities.

Apply immediately with
photo: 010-50-541-61990 or
010-50-541-61991 (Att: Cikazka)
Leyla or Murat
Cikazka, Cikazka Lisesi,
Samsun, Turkey.
(01059) 460000

STANTON SCHOOL, TOKYO
TEACHER TRAINER

Applications are invited for the new post of director of teacher training at this well-established and respected school in Japan. The three year contract will be from April 1986.

Duties will include setting-up, teaching and administering RSA.

Courses, in-service training, observation and guidance of other teachers and acting as local supervisor for RSADTP course.

Qualifications: a first degree, a teaching qualification and considerable experience of teaching and running RSA courses for native speakers of English. Experience of teaching in Japan is advantageous.

Remuneration: Salary of pounds sterling 20,000 a year, rising to pounds sterling 25,000 in second year. Housing allowance of 80,000 yen per month and baggage/settling-in allowance of pounds sterling 1,500 plus up to 3 return air-tickets (depending on number of dependants). Holiday 33 days a year.

Interviews will be held in Cambridge 4-8 November. Applications with full C.V. and 2 referees should be sent to: M. J. Martin, Marketing Co-ordinator, Bell Educational Trust, Hillcross, Red Cross Lane, Cambridge, CB2 2QX, England, by 18 October.

Posts
Overseas

Brazil

Teacher of Mathematics

St Pauls School, Sao Paulo

An independent co-educational day
school for 530 multi-national pupils
aged 4-17 years

Duties: to teach mathematics to 11-17 year olds
using the SBP syllabus.
Qualifications: degree, teaching qualification and
minimum three years' teaching experience all in
the subject or age range to be taught. Single
candidates aged 25-35 preferred.

Salary: local salary, adjusted every six months in
line with cost of living index.
Benefits: expatriate allowance, annual bonus,
medical scheme, fares and baggage.
Contract two years, renewable, commencing
January 1986, guaranteed by the British Council.
Closing date for applications: 22 October 1985.
Reference: 85 B 097

Indonesia

Two Teachers of English as a Foreign
Language, British Council English
Language Centre, Jakarta

Duties: these are newly created posts which will
involve classroom teaching, mainly English for
academic purposes, to fellowship candidates on
pre-departure courses but including English for
special groups, i.e. ESP or general English. Duties
may include materials production, audio-visual
and test development under the supervision of the
Assistant Director of Studies.

Qualifications: single candidates, with a first
degree, a postgraduate qualification in TEFL and
a minimum of 2 years' TEFL experience.
Salary: \$5,500-\$8,000.

Benefits: free furnished accommodation, teachers
to share. Air fares and baggage allowance,
overseas medical scheme.
Contract: two-year contracts with the British
Council commencing at the end of December 1985.
Reference: 85D 80-81T

Sri Lanka

Teacher of English
English Language Teaching Institute
Colombo

Duties: to teach English as a foreign language
to Sinhalese/Tamil students who range from
elementary level to FCE with a limited number of
advanced/CPE classes. The teacher should expect
to help with registration, placement testing, ELTS,
interviews etc.

Qualifications: single candidates between the
ages of 25-35 with a first degree, RSA Diploma or
PGCE (TEFL) and a minimum of 2-3 years'
experience.

Salary: \$5,500-\$7,500 per annum according to
experience.
Benefits: Return air fares, baggage allowance
up to \$450, 11% Superannuation Compensation
Allowance, medical insurance premium and
40 working days leave per annum.

Contract: two-year contract with the British
Council commencing 10 January 1986.
Reference: 85 D 78T

Key English Language
Teaching Scheme

The KEIT scheme is part of Britain's Aid
Programme to developing countries.

Ivory Coast

English Language Adviser/Teacher
Trainer, Sous Direction des Etudes, de
l'Animation et du Contrôle Pédagogique
(SDEACP): Inspectorate, English
Section, Abidjan

Duties: contributing to the multivariate role of the
Inspectorate/Supervising service for teachers of
English; aiding the SDEACP English team to
organise in-service seminars; identifying
unqualified serving teachers requiring
professional upgrading at the ENS; identifying
serving teachers for TEFL diploma courses in
the UK; collaborating in workshops to encourage
teachers to develop ELT aids and working towards
development of teachers' centres where these can
be shared; advising on materials development
on a joint programme with the ENS.

Special qualifications: candidates must have a
first degree plus a teacher's certificate, an MA in
Applied Linguistics/TEFL and teacher training
experience, at least five years' overseas
experience, preferably including Francophone
Africa, good written and spoken French; ability
to drive.

Salary: \$10,153-\$12,438 per annum.
Overseas allowances: \$1,231-\$8,014 per annum
depending on salary level and marital status.
Reference: 85 K 45T

Contract: initially for two years with the British
Council. Posts taxable from November 1986.
Closing date for applications: 22 October 1985.

GENERAL QUALIFICATIONS: for all of the
above ODA funded posts candidates must be UK
citizens with a British educational background.
Benefits: salary free of UK income tax; free family
passages; children's education allowances and
holiday visits; free furnished accommodation;
outfit allowance; medical scheme; baggage
allowance; employer's contribution to a recognised
superannuation scheme or an allowance of 11
per cent of salary in lieu.

Contract: initially for two years with the British
Council. Posts taxable from November 1986.
Closing date for applications: 22 October 1985.

Congo
English Language Adviser
Institut de Recherche et d'Action
Pédagogiques (INRAP), Brazzaville

Duties: the postholder will be responsible for
promoting and developing syllabus design
and elaboration; supporting and developing
materials production; assisting the department in
developing teacher support guides; advising on
the selection of textbooks for use in schools;
developing collaboration between INRAP, Institut
National Supérieur des Sciences de l'Education
(INSEED), the Arts Faculty, Inspectors and
Teachers to co-ordinate ELT policy strategies
at national level.

Special qualifications: candidates, aged 30-55,
must have a first degree, plus a PGCE and MA
in Applied Linguistics/TEFL and experience in
syllabus design/development and testing and
materials production including three years'
overseas, preferably in Francophone Africa.
Good written and spoken French essential.

Salary: \$10,153-\$12,438 per annum.
Overseas allowances: \$2,968-\$8,839 per annum
depending on salary level and marital status.
Reference: 85 K 58T

Contract: initially for two years with the British
Council. Posts taxable from November 1986.
Closing date for applications: 22 October 1985.

Cameroon
Post 1: Director, the Government of
Cameroon's Teaching Centre, Yaounde

Duties: responsibility under the Project

Co-ordinator for design and teaching of courses,
training of teaching staff, development of materials
with the assistance of a KILT specialist; day to day
running of the Centre; staff management; teaching
up to a maximum of four hours per week.
Special qualifications: candidates, preferably
aged 35-50, must possess a first degree plus a
Master's degree in TEFL or Applied Linguistics;
at least five years' relevant experience overseas
preferably in Francophone Africa; proven ability
to work with government officials and manage a
team overseas; good written and spoken French.
Salary: \$11,533-\$16,168 per annum.
Overseas allowances: \$1,927-\$8,319 per annum
depending on salary level and marital status

HARROGATE BOROUGH COUNCIL Youth Training Scheme SCHEME MANAGER/ TRAINING CO-ORDINATOR

£10,950 to £11,604 per annum

The Council invites applications for the above post to manage its 120 place Youth Training Scheme which will include up to 40 "premium grant" places for trainees with particular difficulties. The Council has successfully operated, over the last three years, an open door recruitment policy covering all occupational areas and trainees are placed either within the Council's own departments or with a wide variety of local firms, both large and small.

Candidates should have a commitment to the future development of the Youth Training Scheme and extensive knowledge of the aims and objectives of the Scheme. The successful applicant will have had previous management experience and organisational ability and experience of teaching/training and counselling young people particularly low achievers. A teaching/youth work qualification is required.

TRAINING OFFICER

£7,920 to £8,979 per annum

This post will be expected to organise and take the lead in all the off-the-job training activities of the Council's scheme. The majority of the trainees will receive occupational training with local colleges of further education but this will be supplemented by additional in-house training in personal effectiveness and development. Approximately 40 trainees, primarily those with particular educational or social problems, will receive all of their training on an in-house basis.

Applicants should be sympathetic to the training processes of the Youth Training Scheme and must possess a teaching/training qualification preferably on the Further Education or 16-19 age range. A counselling qualification or experience would be useful together with relevant experience of dealing with young people.

Application forms are available from the Personnel Officer, Council Offices, Crescent Gardens, Harrogate, North Yorkshire HG1 2SG (telephone (0423) 88954 ext 293). Closing date: 25th October 1985



INSPECTOR OF SCHOOLS (MATHEMATICS) £14,864-£15,963

Qualified and experienced teachers with a proven record at senior management level in either primary or secondary schools who have been active in developing the mathematics curriculum and possess the qualities to lead a team of four advisory teachers.

SPECIALIST INSPECTOR OF SCHOOLS (COMPUTER EDUCATION) £13,688-£14,979

Qualified and experienced teachers who can demonstrate significant development work in Computer Education and are familiar with the current uses of the micro computer across the curriculum. Experience as an advisory teacher would be an advantage.

Applications from employees of the GLC or MCC's with relevant experience will be welcome.

Applications giving details of previous experience and qualifications, together with the names of two referees to the Director of Education, Municipal Offices, Cleveland Street, Birkenhead, Wirral (051 847 7000 ext. 600) by 18 October.

GENERAL EDUCATION INSPECTOR Nursery/Infant Education Salary HTG8 £14,663-£15,963

Applications are invited from suitably qualified and experienced teachers for this post which will become vacant on 1 January 1986.

The Authority has recently expanded its Nursery Provision and Development a policy which entitles all children to enter full time school at the beginning of the year in which they become five. The successful candidate is likely to have had experience in the education of children aged three to seven years and to be able to give advice in the lower schools (five to nine) of a three tier system.

An Essential Car User Allowance is available for this post. Further details and application form available from the County Education Officer, Ref G/5778/B15, Northampton House, Northampton NN1 2HX. Telephone Northampton 256572. Closing date: 26th October 1985.



OVERSEAS POSTS continued

WEST GERMANY

BRITISH EMERGENCY
PREPARATORY SCHOOL
Music Teacher required.
strong instrumental tradition
undermiddle range (8-13
years)
50% MUSIC
50% TIMETABLE
MISLES (12-13 yrs)
GEOGRAPHY
Or a Junior 3 (10 yrs) class
Spoken German useful. Scale 2
post.
Salary Burgham plus.
Required January or earlier.
Rate and references s.a.s. to:
The Headmaster, British
Emergency School
Tulpenbaumweg 45,
Helmholtz Strasse 2, 46000
Münster (01508) 460000

Administration Local Education Authority

HEREFORD AND WORCESTER COUNTY COUNCIL

THE CAREERS SERVICE
Applications are invited from
qualified careers officers for
the following posts:
1. Specialist Careers Officer
for the Unemployed based in
Redditch.
2. Careers Officer for the
TVE Centre based in Hereford.
The salary is on the scale
£6,800 - £9,591 per annum.
Further details and applica-
tion form from County Careers
Centre, County Buildings
(Second floor), St Mary's
Street, Worcester WR1 1TW.
Tel: 0939 333366. Ext.
3489.
Closing date: 25 October
1985. (11673) 480000

COUNTRY EDUCATION DEPARTMENT Assistant Education Officer (Planning and Development) (Based at County Hall, Dorchester)

Applications are invited for the above post in the Planning and Development Section. The postholder will have a wide range of responsibilities in connection with the Authority's building programme and the delivery of associated support services.

The applicant should have relevant experience in a local education authority and teaching experience would be advantageous.

Salary Scale PO Grade Points 42-45, £14,385 to £15,453. Application forms returnable by 25th October 1985 and further details from County Education Officer (MD), County Hall, Dorchester, Dorset DT1 1XL. Please quote post C6800X.



PROFESSIONAL ASSISTANT £10,622 - £11,285 or £11,807 - £12,261

To join the schools division and work closely with the appropriate assistant education officer in the management of the secondary sector and the development of borough wide programmes.

This post offers an ideal starting point for a career in educational administration for someone with successful teaching experience.

Application forms available from Director of Education, PO Box 56, Civic Centre, Silver Street, Enfield, Middx. Tel: 01-866-9386. Closing date 25.10.85. Please quote reference OGD/512.

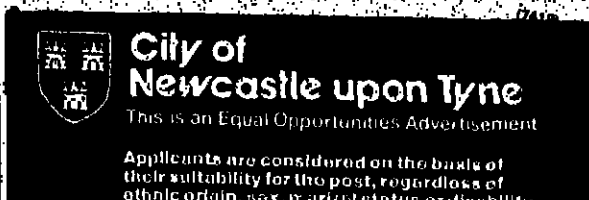


Personnel Officer (Education) PO9 (£14,025 - £15,111)

Applications invited from persons with suitable qualifications and experience for this specialist senior appointment in the Education Department. The vacancy arises on the promotion of the present postholder to a more senior post within this Authority.

The postholder will have involvement in the full range of personnel management work for all non-teaching classes of staff within the Department and will have the necessary enthusiasm and drive to work together with management to maintain the personnel function on a professional level in accordance with the Authority's corporate approach to such work. Relocation expenses are available.

Application forms and further particulars are available from and returnable to the Director of Education, Civic Centre, Barras Bridge, Newcastle-upon-Tyne, NE1 8PU. Closing date for the return of completed application forms is 25th October, 1985.



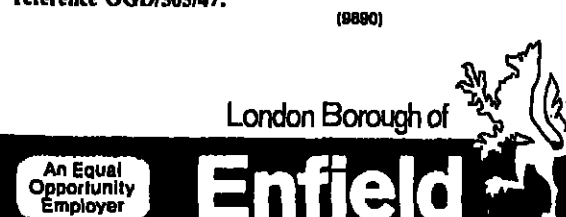
"This post is subject to the LMGSC reference procedure. Applications are restricted to employees of affected authorities in the GLC area".

Senior Administrative Officer £11,937 - £12,825

An energetic and enthusiastic friend of our busy Admissions Section with the Schools Division is required. Responsible for staff, he/she will ensure the efficient working of the section, including the co-ordination of activities and the initiation of new procedures relating to the admission and transfer of children to primary, secondary and special schools.

The ideal candidate will possess relevant qualifications; have considerable Local Government experience in a supervisory role, preferably within an education department; be able to demonstrate the ability to deal sympathetically with people and to make a major contribution to the work of the Division. Temporary housing (up to 51 weeks), 100% removal expenses (£600 max.), generous relocation costs and lodging allowance - where appointee needs to move.

Further information and application forms from the Education Establishment Section, P.O. Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ. Telephone 01 366 9366. Closing date 8.11.85. Please quote reference OGD/505/47.



GENERAL INSPECTOR OF SCHOOLS £16,470-£17,790 per annum inclusive

General Inspector of School with specialist responsibilities for Physical Education required as soon as possible.

Applications are sought from qualified teachers with relevant experience for this post within the Schools Inspectorate. The successful applicant will be attached to a group of primary and secondary schools and will inspect and advise on Physical Education throughout the Authority's Schools. An interest in health education and health and safety would be an advantage.

Car user allowance payable and relocation assistance available. Application forms and further details from Educational Services Secretary, Town Hall, Crayford, Kent DA1 4EN. (Telephone: 01-303 7777 ext 542/542). Closing date 25th October 1985.

This post is subject to the LMGSC ring fence procedure. With their agreement it is now being offered on an unrestricted basis. Applications are invited from anyone with appropriate qualifications or experience but priority will be given to employees of the GLC or MCC's.

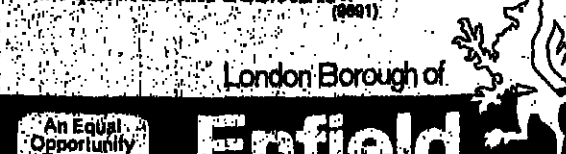


General Advisers Primary £17,461 - £18,798

Applications are invited from persons with substantial and varied teaching experience for this important post in the Authority's Advisory Team. The successful candidate will be responsible for advisory work across the primary age range but will also contribute to the development of policies in the whole of the Education Service. Previous experience as a Primary Head and/or Advisor is essential.

Temporary housing (up to 51 weeks), 100% removal expenses (£600 max.), generous relocation costs and lodging allowance - where appointee needs to move.

Application forms and job descriptions available from the Education Establishment Section, Education Department, PO Box 56, Civic Centre, Silver Street, Enfield, EN1 3XQ. Telephone 01-366 9366. Closing date: 25/10/85. Please quote reference OGD/502/134.



ADMINISTRATION - LEA continued

HOUNSLOW LONDON BOROUGH OF ROAD SAFETY AREA ROAD SAFETY ORGANISER

Scale £28,577 - £29,354
inclusive

You will be responsible, under the direction of the Road Safety Officer, for developing and implementing a comprehensive Road Safety Publication, education and training programme throughout the Borough.

You will have particular responsibility for the cycling education and training programme, for devising more general educational programmes for implementation by teachers, and for the Road Safety Section's publicity programme. You should be able to coordinate a programme of supervision, and be capable of bringing an enthusiastic and original approach to the job. Ideally, you require a good knowledge of the law, a sound understanding of the road traffic situation, and a good knowledge of the local area. You will work directly with the Chief Education Officer, providing research advice and information to him/her and assisting in the Chair's correspondence as appropriate. You will be part of the newly created Member Secretariat though will work directly with the Chief Education Officer and Senior Management of the Education Service. You will be required to analyse statistics, initiate and undertake research and progress issues as required by the Chair's knowledge of education and awareness of the problems of a multi-racial community. You will be a member of the L.E.A. Applications are particularly welcomed from minority ethnic groups who are represented in the Council's workforce.

For an application form and job description, Tel: 01-881 0661 (24 hours answering service) quoting ref: MS/RO. Closing date: 25th October 1985.

RAKING IS AN EQUAL OPPORTUNITY EMPLOYER (01487)

An Equal Opportunity Employer. (01340) 480000

DIRECTOR - SOUTH YORKSHIRE INDUSTRIAL LANGUAGE TRAINING UNIT Burnham FE Lecturer Grade II £7548-£12099 (under review)

The Unit provides a wide range of training in English, French, German, Italian, Spanish, and other languages. It is a multi-racial unit with a multi-racial staff. A successful candidate will have a multi-racial background and experience in education or training are advantageous. Fluency in an Asian language is desirable. Applications from black persons with suitable experience and qualifications, particularly in industry, will be welcomed.

TEMPORARY SENIOR CAREERS OFFICER (UNEMPLOYMENT SPECIALIST) Sc5/6 £7920-£9591

Careers Service, AUBW House, Farnham Gate, Sheffield S1 3LL. This opportunity has arisen as a result of maternity leave. Applications are invited, preferably from qualified and experienced careers officers, for this post which involves the guidance, placement and counselling of unemployed young people, particularly those on special provision including the Youth Opportunities Programme and the Youth Training Scheme. This post is funded by the Department of Employment. This is a re-advertisement. Previous applications need not apply.

APPLICATION FORMS AND FURTHER DETAILS FOR THE ABOVE TWO POSTS ARE AVAILABLE FROM THE CHIEF EDUCATION OFFICER, EDUCATION DEPARTMENT, PO BOX 67, LIPOLD STREET, SHEFFIELD S1 1JL.



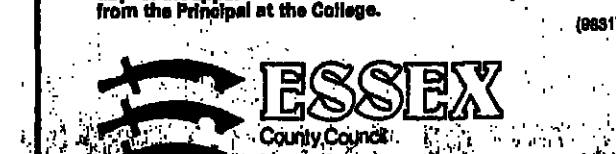
THURROCK TECHNICAL COLLEGE WOODVIEW GRAYS ESSEX COLLEGE ADMINISTRATIVE OFFICER AND CLERK TO THE GOVERNORS

PO2 £12,051 to £13,086

Required from March 1986

The person appointed will be responsible to the Principal for the non-academic administration of the College and will join the Senior Management Team of the College which has recently adopted a 'Matrix' structure.

Applicants must possess an appropriate degree and/or professional qualification and have substantial previous experience in the field of education administration - preferably in a College of Further or Higher Education.



NATIONAL CHILDREN'S BUREAU

PRINCIPAL DEVELOPMENT
OFFICER (£15,453 - £16,968
under review)

One of the prime purposes of the National Children's Bureau is to promote better professional practice and services for children. In order to expand our development further we have established a new post of Principal Development Officer to assist in the management and development of such activities. This includes a number of specific development projects, the information service, publications, seminars and policy development.

We are looking for a professional from Health or Social Services with experience of managing professional and other staff, familiarity with information provision to professionals, some experience of seminar organisation and a creative ability to promote the cause of children and to negotiate for new resources for such activities.

For further details please contact: Personnel Section, National Children's Bureau, 8 Wakley Street, London EC1V 7QE. Tel: 01-578 5441.

Completed applications to: 1885, 101361 by 15 October 1985.

For full details apply to: Headmaster quoting YES (16480) 600000

DIocese OF BATH AND WELLS
RELIGIOUS EDUCATION
ADVISER

FOR SCHOOLS AND PARISHES

The Diocese wishes to appoint a Religious Education Adviser to be based at the Diocesan Centre at Kenilworth, Bath. The Adviser will be responsible for the religious education of the clergy, and will be a communicant member of the Church of England.

Details and application form: The Director of Education, The Diocese of Bath and Wells, Somerset BA5 2UE.

Please enclose A.R.E. Return applications by 25/10/85 (01153) 600000

LONDON W8
THE NATIONAL SOCIETY
(CHURCH OF ENGLAND) FOR
PROMOTING RELIGIOUS
EDUCATION

The National Society wishes to appoint a Resource Officer to be based at its Religious Education Centre at Kenilworth, London. The Officer will be responsible for the religious education of the clergy, and will be a communicant member of the Church of England.

Details and application form: The Director of Education, The National Society, 25 Kensington Square, London W8 5HN. (01985) 600000

Informal enquiries to Mrs. J.P. Madlock, Principal Educational Psychologist, at Winchester (0965) 54411. Ext. 7199. Application form and further particulars available from the Director of Education, City of Wakefield, Wakefield WF1 3UG. Tel: Wakefield (0965) 54411. Ext. 455 quoting post number CP 12 058, returnable no later than 28th October, 1985. (01291) 600000

City of WAKEFIELD METROPOLITAN DISTRICT COUNCIL EDUCATION DEPARTMENT EAST AREA CAREERS OFFICE CAREERS OFFICER

Scale 4/5 £26,800-£28,807

Required for a fixed term which will expire on 1st October, 1988, for this generic Careers Officer post, based in the Wakefield Careers Service East Area Team (Castleford/Portsmouth). Applicants should hold a degree, HND or similar qualification and hold or expect to obtain the Diploma in Careers Guidance. The duties will cover the full range of Careers Officer tasks with work in two High Schools including some 8th form work, employer work, responsibility for a small part of the YTS provision in the District and work with the unemployed through a duty Careers Officer system.

Applications from employees of the GLC or MCC's will be welcome.

Requests for application forms (accompanied by a s.a.s.) should be addressed to the Chief Executive (Personnel Section) Town Hall, Wakefield, to be returned by 28th October 1985.

(0897)

Brighton College of Technology CHIEF ADMINISTRATIVE OFFICER & CLERK TO THE GOVERNORS

Salary Grade: Management 4
£14,385 - £15,453

Applications are invited from experienced and senior administrators for the post of Chief Administrative Officer and Clerk to the Governors. Applicants should have extensive administrative and financial experience, preferably in or including Further or Higher Education, and be able to respond flexibly and positively to new educational demands. It is hoped that the postholder will commence duties on 1st January, 1986.

Application form and details available from: The County Education Officer, P.O. Box 4, County Hall, St. Anne's Crescent, LEWES, East Sussex BN7 1BG. Tel: Lewes (0273) 478400. Ext. 3886. Closing date: 28th October 1985.

CHRISTIAN AID invites applications from lay or ordained men or women for the post of Area Secretary for West Yorkshire based on Leeds office.

Commitment to issues of
poverty and development from
Christian standpoint needed.

Also proven skills in
communicating with wide
range of people. Car driver
essential.

Application form and job
description from the Personnel
Officer, Christian Aid, PO Box
No 1, London SW9 8BH. Apply in
writing only.
Closing date 28 October. (0836)

BOYS' AND GIRLS' WELFARE SOCIETY DEPUTY CHIEF EXECUTIVE £14,025 - £16,453

The Boys' & Girls' Welfare Society (established 1870) is an independent charitable organisation actively concerned with the needs of children and young people in society, the family and the school. It is currently embarking upon an ambitious development plan which encompasses residential care, educational provision, community involvement projects, training, publications and research.

Applications are invited for the key post of Deputy Chief Executive from professionally qualified persons with substantial and varied experience in social work and/or education in the statutory and/or voluntary sector. It is expected that the successful applicant will have detailed knowledge and expertise in two or more of the areas of the development plan, together with administrative experience, preferably at a senior level.

The preferred age range is 28 - 40, and the possession of a post-graduate qualification will be an advantage.

The ability to create good personal relationships and motivate staff are priority qualities which will be expected, together with initiative, enthusiasm and energy.

The conditions of service are related to those of the National Joint Council, and an essential car user allowance is payable. Temporary accommodation may be available.

Information enquiries are encouraged, as are visits to the Society's Central Offices.

For detailed information concerning the post and the Boys' & Girls' Welfare Society, Central Offices, 57a Schools Hill, Cheshire SK9 1JE. Tel: 061-428 3256. Closing date: 31st October, 1985. (0861)

DURHAM COUNTY COUNCIL Education Department DISTRICT EDUCATIONAL PSYCHOLOGIST

Applications are invited from fully qualified educational psychologists for the above post in the County Psychological Service.

The successful applicant will join a well-established team of 18 educational psychologists and the post includes responsibilities for work in a variety of settings with, or on behalf of, children and young people aged 0-19 years. Much of the work will be undertaken in collaboration with colleagues in the Education and Social Service Departments of the Authority as well as those in the appropriate District Health Authority.

Commencing salary will depend on experience but will be not less than £11,931 per annum rising to a maximum of £14,979 per annum (under review).

Further particulars and form of application (to be returned by 31st October, 1985) from the Director of Education, County Hall, Durham DH1 5UJ on receipt of a stamped, addressed envelope. (7403)

EDUCATIONAL PSYCHOLOGIST

Salary: £13,850 - £14,979 H.T. Group 6.3 - 7.4
Required from 1st January 1986 or as soon as possible, thereafter, an Educational Psychologist who is interested and qualified in the field of mental health to join the County team of Educational Psychologists who have largely generic responsibilities. This post is being established within the terms of the All-Wales Strategy for the Improvement of Services for Mentally Handicapped Persons.

A full description of the duties of the post, which will include liaison within the Department of Social Services and the Area Health Authority, will be provided on application.

This post carries a casual car allowance and appropriate payments will be made for authorised journeys.

Application forms and further particulars from the Chief Executive Officer, Personnel Section, County Hall, Cwmbran, Gwent, NP44 2XJ.

Closing date 24th October 1985. (0836)



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LETTERS OF APPLICATION and C.V.s, written, edited, polished and word processed. For details contact Annanusa on 0482-634893. (14698) 800000

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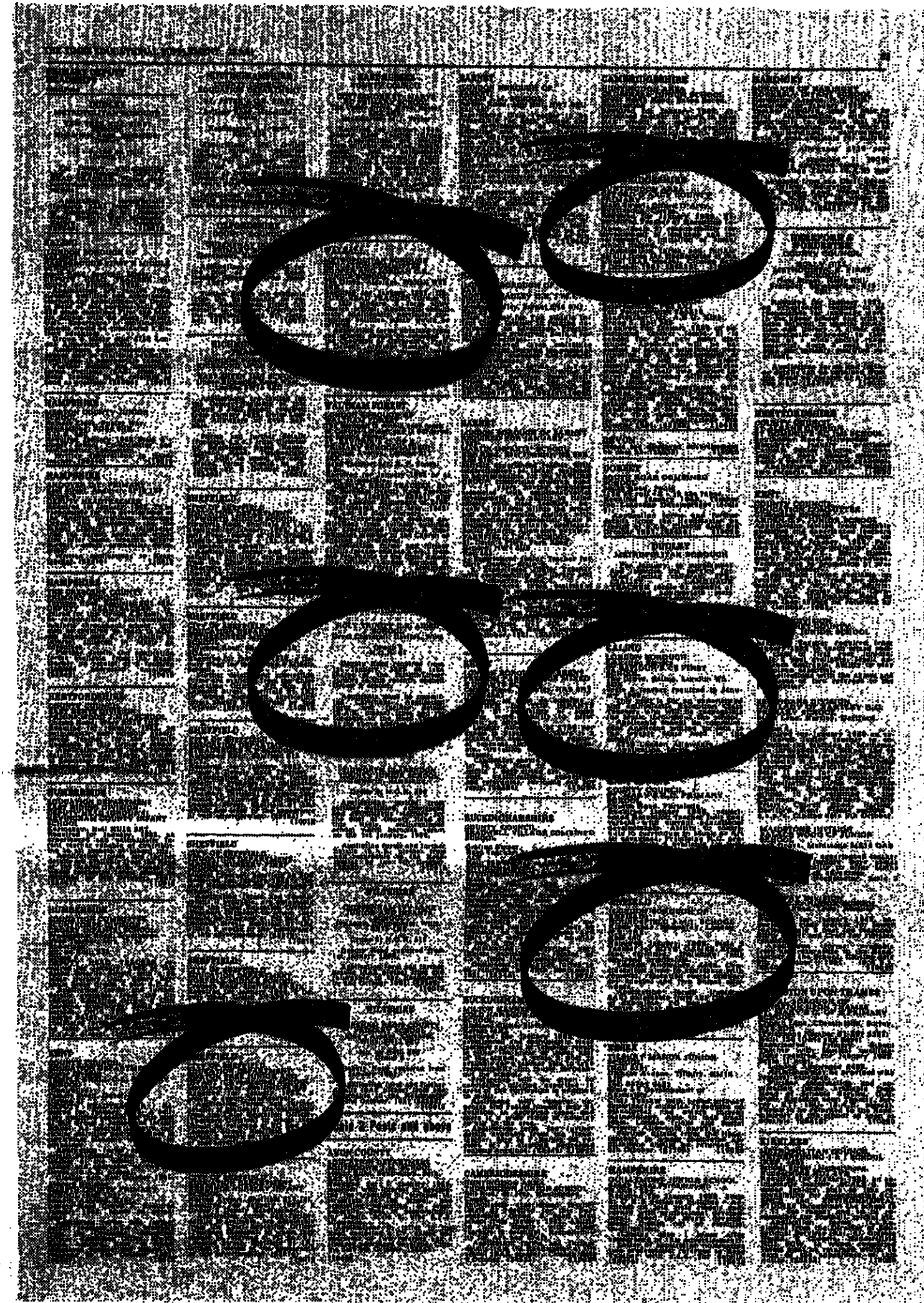
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